



THE STORY OF OUR NATION

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D. HANDSAKER

THE STORY OF OUR NATION

THE UNITED STATES OF AMERICA

BY

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MANUFACTURED IN THE UNITED STATES OF AMERICA

PURPOSE AND PLAN OF THE BOOK

THIS little volume contains a simple, continuous narrative of the history of the United States. The transformation of an immense wilderness into the home of a hundred and twenty million people, forming one of the greatest nations of history, furnishes a dramatic theme which must, if properly presented, excite the interest and imagination of even very young children.

Following the recommendations of the Committee of Eight on the *Study of History in the Elementary Schools*, the authors have allowed outstanding personalities and intrinsically dramatic movements to carry the story, but their unvarying purpose has been to present the thread of the narrative as a continuous, unified whole. If they have achieved their ambition, the book is a *history of the United States for young readers*, not merely a compilation of more or less disconnected biographical sketches and picturesque episodes.

In the uniform endeavor to fit language and concepts to the taste and understanding of ten- or eleven-year-old children, the authors have been assisted by various primary teachers. Their particular acknowledgments are due to Miss Leora Vail, Supervisor of Intermediate Grades, Youngstown, Ohio, who read the manuscript with minute attention and suggested numerous revisions.

Some of the quoted passages have been freely edited in order to simplify them for young readers.

THE AUTHORS

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THE STORY OF OUR NATION



THE STORY OF OUR NATION

CHAPTER I

STEPS TOWARD THE DISCOVERY OF AMERICA

A true wonder story. This book tells the story of our nation, the story of the United States and its people. It is a true story, more wonderful, really, than a fairy tale from the *Arabian Nights*.

The story begins more than four hundred years ago. Our country was then a broad, beautiful land of waving forests, wide plains, lofty mountains, rippling lakes, and streams winding down to the sea, all filled with wild game, fish, and fowl, but empty of people except scattered tribes of red men.

The story ends with the United States today, in which everything is changed. Steamboats sail the rivers and lakes; rich farms, busy towns, and splendid cities have taken the places of forests and have spread over the plains; and more than a hundred million people live now where, four hundred years ago, wild tribes of red men chased buffalo, elk, and deer.

If we look at a map of the United States today, we see railroads and paved highways crossing the country in every direction. Great engines draw heavy freight trains and comfortable passenger trains over steel tracks with the speed of the wind. Trucks, busses, and automobiles flash along the highways, carrying passengers and all kinds of goods from one place to another.

Airplanes roar overhead. Wires hum with telegraph



Some common people who lived in Europe a thousand years ago

and telephone messages. And the air throbs, if we could only feel it, with countless wireless and radio messages.

We press a button, and electric light floods our houses. We press another button, and a fan cools us in summer or a furnace warms us in winter. We turn a faucet, and hot or cold water flows. We call a telephone number, and talk to a friend miles away. We put on a record, and hear the voice of a singer long dead.

All these things seem simple to us because we are used to them; but they are really more marvelous than the doings of Aladdin and his wonderful lamp. They are the

work of the white men who came from the various countries of Europe and took this land from the red men.

The people of Europe a thousand years ago. But the white men themselves have not always been so wise and skillful as they are today. If we could stand on a magic carpet and be carried to Europe as it was a thousand years ago, we should find that the people who lived at that time were rough and cruel and ignorant.



European lords and ladies of a thousand years ago

Great lords lived in bare, gloomy castles, quarreling, fighting, and robbing their neighbors; while poor people worked the land and lived in dirty, uncomfortable hovels under the same roof with the cows and pigs. The poor people were little better off than slaves.

The roads were so unsafe that men rarely traveled more than a few miles from the places where they were born. There were no schools, no newspapers, few books; and none but the priests could read and write.

Nobody had ever heard of America, or even dreamed that there was such a country.

The First Step toward the Discovery of America

War for the Holy Land takes Europeans to Asia. In the year 1095 something happened which set half the people of Europe to talking and sent hundreds of thousands on a long journey through strange lands. The Turks, people who did not believe in the Christian



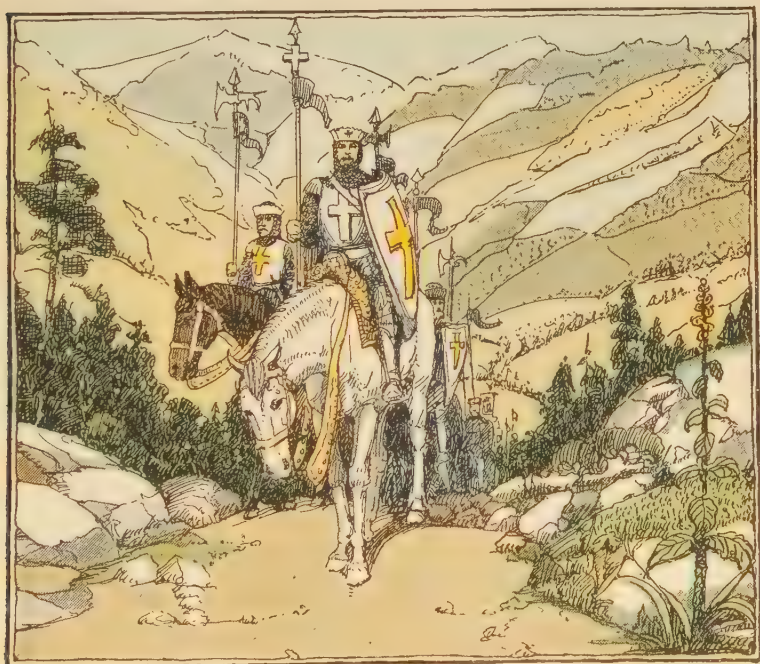
religion, captured Jerusalem, and closed the city to Christians who wanted to visit the tomb of Jesus.

It seemed to the Christians a terrible thing for the Turks to hold Jerusalem, the place where Jesus had lived, and the pope took the lead in a movement to drive them away. He called a meeting in southern France and urged the princes and nobles of Europe to stop fighting one another and march against the Turks.

Shouting, "God wills it! God wills it!" the princes left the meeting to prepare for a crusade. Soon thou-

sands upon thousands of Christian soldiers, some by land and some by sea, were on their way to the East.

On the First Crusade these soldiers were successful in taking Jerusalem, but the war did not end with their victory. The Turks soon reconquered Jerusalem and for the next two hundred years kings, princes, and



Crusaders went by thousands to distant lands to fight the Turks.

nobles led attacks on the Turks. There were in all seven crusades. Because their object was to capture the Holy Land, the crusades were called holy wars, and the crusaders wore a cross for a badge.

The crusaders get a liking for strange luxuries. Through these wars many thousands of men became

used to new ways of living which were very different from their own. They ate strange food, flavored with pepper and spices which they had never before tasted. They saw fine rugs and curtains, with which the Turks and Arabs decorated their tents and houses. They learned the comfort of wearing silk and linen robes instead of the heavy woolen clothing to which they were accustomed at home. They learned to use sweet-smelling perfumes and ointments, and strange drugs and medicines which relieved fever and pain.

They liked all these things, and took a supply home with them. No doubt they told the neighbors amazing tales of their travels and of the wonders their eyes had seen, showed them pearls and rubies, let them sniff the perfume, and then took them in to dinner and delighted them with the taste of food flavored with pepper and cloves and nutmeg and other spices.

Such parties became fashionable, and then the stock of eastern goods gave out. Not only did the old crusaders want new supplies, but now their neighbors, too, had formed a taste for spice and perfume and silk, and wanted to buy such things for themselves. How could they get more of these precious things?

Desire for eastern luxuries leads to trade. To satisfy the growing desire for eastern goods, shrewd merchants of northern Italy, in the cities of Venice and Genoa, filled their warehouses with cargoes brought from Egypt and Palestine and Asia Minor and peddled the goods to all Europe. The business was very profitable, and other merchants wanted to share it; but Venice and Genoa controlled the only routes to the East which were known at that time.

Trade with the East leads to the study of geography. Finding the doors to the East closed in their faces by Venice and Genoa, the merchants of other countries began to think of new ways to get eastern goods. They knew that the goods were brought to Egypt and Palestine and Asia Minor from very much farther east by caravans of camels and horses.

If they could only get to the places where the spices grew, they could fill their own warehouses in spite of Venice and Genoa.

So the desire to reach the home of these rare eastern goods led men to the study of geography. They turned to the old books in the church libraries to see what they could learn about the earth, and to their astonishment found a book now and then that declared the earth to be round. They did not believe the statement because the world looked so flat, but if it was true, then perhaps a ship might reach the East by sailing west.

Slowly men began to think that the earth really might be round. They listened eagerly to the tales of travelers concerning far countries. More and more people were learning to read and write, and geography became a favorite study. Soon we shall see how the study of geography and the desire to find a new way to the East led to the discovery of America.

The Second Step toward the Discovery of America

Marco Polo's book tells of the riches of the East. About the year 1300, just as the crusades were coming to an end, Marco Polo wrote the greatest travel book ever read. It described his travels to China and the

Spice Islands and it made men want more than ever to find a new way to these rich and wonderful eastern lands.

Marco's father and uncle were rich merchants of Venice, who first went to China when Marco was a



After their long, weary journey, that had lasted over three years, the Polos at last reached the chief city of China. There the emperor, Kublai Khan, welcomed them amidst great splendor.

baby. They were kindly treated by the great emperor, Kublai Khan. When they were leaving, the emperor loaded them with gifts and gave them a message to the pope, begging him to send missionaries to teach the eastern peoples the Christian religion.

Being unable to find missionaries to go so far from home, the Polo brothers decided to make another



trading trip to China and tell the emperor why the missionaries did not go to the East, as Kublai Khan wished.

Young Marco was now seventeen years old. His mother was dead, and his father took him along. We may be sure that he was glad to go. They crossed the Mediterranean Sea to Palestine, went to Jerusalem and got a bottle of holy oil for the emperor, and then set out on the long, dangerous journey across Asia.

The travelers were three and a half years on the road, and their way led through Bagdad (the city of the *Arabian Nights*), across Persia and Turkestan, over the highest mountains and over one of the broadest deserts in the world.

When the emperor heard that the Polos were coming, he sent messengers to meet them, and they traveled the last forty days with guides from the royal palace.

And now a strange life began for Marco Polo. He stayed many years in China and became a great favorite with the Emperor Kublai Khan, who sent him on distant journeys to collect taxes and to straighten out difficulties that he could not trust his native officers to attend to. These duties took Marco to all parts of the emperor's kingdom, and seeing that the emperor liked to listen to the story of his travels, the young Italian wrote down notes of the interesting things that he observed, so that he would not forget them when talking to his royal master. It was this practice that enabled him later to make such a wonderful book.

But the years passed, and Marco Polo was no longer young. His hair was turning gray, and his father and uncle were becoming old men. They wanted to go home and spend their last days among their own people.

But when they asked the emperor to let them go, he was hurt and angry. He said that he would double their fortunes, if they wanted money, and give them anything they asked of him, but he could not part with them; he could not let them go.

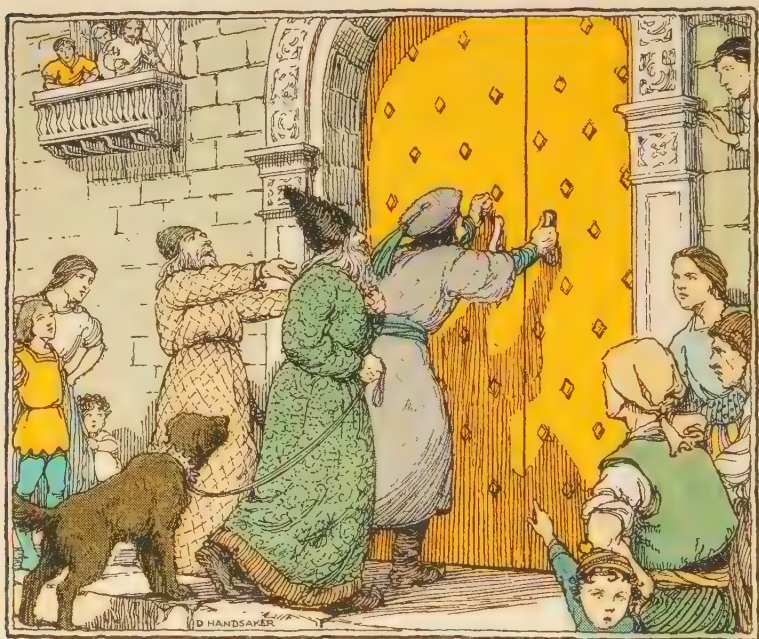
All their pleading could not make the emperor change his mind, but a lucky thing happened which set them free to return. The king of Persia wanted a wife, and sent a party of lords and nobles to the court of Kublai Khan to ask the hand of his daughter.

The emperor was delighted, but the question was, how to get the princess to Persia. A war had broken out on the borders of Kublai Khan's vast empire, and it was not safe to travel by land. But Marco Polo had sailed the ocean as far as India, on the way to Persia, and offered to pilot the bridal party by water. The emperor did not want to part with his friends even for so important an errand, but he finally consented. He fitted out a boat, and, loading the Italians with gifts, he sadly allowed them to depart.

Three years later the three Italians entered their native city of Venice. They wore old, tattered garments, and had almost forgotten the Italian language. They looked like beggars, and at first people sneered at their marvelous tales of the splendid East. But they ripped open the seams of their ragged clothes and poured out a wealth of dazzling jewels which could only have come from a king's treasure chest. After that people began to believe them.

But Marco Polo's adventures were not ended. A few years after he came home, Venice got into a war with Genoa, and he was captured while fighting in the Vene-

tian army. For a long time he was held a prisoner of war, and, to pass the time and entertain his companions, he told stories of his travels. A friend wrote them down, and so we have Marco Polo's wonderful book.



When the Polos returned from their long trip to China, the people of Venice thought they were beggars and would not believe the tales of the East which they told.

Except for Marco Polo's misfortune in being held prisoner, he would probably never have written the book, and his name would have been forgotten six hundred years ago. As it is, his book is read in many languages, and his name will be remembered forever.

Marco Polo's book had two most important effects. In the first place, by describing the wealth and splendor

of the East, the book increased the desire of European traders to find an easier way to those far countries in the hope of getting some of their riches. In the second place, it described the eastern shore of Asia as being



In olden days patient monks slowly copied books by hand. Because it sometimes took a day to write one page, the books were very expensive.

washed by a boundless ocean, and it helped to give Columbus the idea which made him start a great many years later on the daring voyage which led him to the unknown land of America.

The Third Step toward the Discovery of America

The invention of printing makes it easy to study geography. We must not think of Marco Polo's book

as we think of a book today. For a hundred and fifty years after it was written there was no such thing as a printed book. All books had to be copied slowly and laboriously by hand, and were so scarce and costly that only rich men could afford to buy them. About the year 1450, however, somebody invented a way to print books, and then they became cheap and plentiful.

Marco Polo's book and other books on geography were among the first that were printed, and they were eagerly studied by those who wanted to reach the East by sea and get a share of its riches.

The steps toward the discovery of America. We are now coming to the discovery of America—that broad, beautiful land, filled with all kinds of wild life, but empty of men, except scattered tribes of red men.

The crusades introduced the white men of Europe to the luxuries of the East—silk and linen clothing, fine rugs, spices, and precious stones.

The desire for these eastern goods brought about trade. The merchants of Venice and Genoa gained control of the trade and refused to allow the merchants of other countries to take part in it.

The desire of other merchants to share the trade led to the study of geography in the hope of discovering a new route to the East which would not be controlled by Venice and Genoa.

Marco Polo's book not only increased the desire to trade with the East, but it also suggested a way to get to the East. It declared that China and India were bounded on the east by an ocean, and that the Spice

Islands were in this ocean. The book raised the question, therefore: "Is it the same ocean that bounds China on the east and Europe on the west?" If it were really the same ocean, with Europe on one side and China on the other, perhaps ships might sail across it and reach the East by sailing west.

Finally, one of Marco Polo's books fell into the hands of Christopher Columbus, an Italian student and sailor, and helped to make Columbus certain that the East could be reached by sailing west.

What Columbus did to prove the truth of his belief, we shall learn in the next chapter.

The Story of the Chapter

Nearly a thousand years ago the Turks, who do not believe in the Christian religion, captured Jerusalem and stopped Christian pilgrims from visiting the tomb of Christ. The Christian people of Europe determined to drive the Turks out of the Holy Land, and made war on them for nearly two hundred years.

In the course of this long religious war the Europeans learned to like eastern goods, and merchants of the Italian cities of Genoa and Venice grew rich in eastern trade. When merchants of other countries tried to take part in this profitable commerce, Genoa and Venice stopped them. Then men began to think about finding new ways to the Far East.

Marco Polo's book about China and the Spice Islands caused some people to think that the earth might be round; and that, if it was round, they could get to China and India by sailing west. The invention of printing made books plentiful and cheap, and men began to

study geography. Finally, Columbus made up his mind to sail across the Atlantic Ocean to China, which he believed to be just on the other side.

Questions and Exercises

1. What is the story of this book about?
2. What part of the story does this first chapter tell?
3. Copy from this list the words which help you to picture our country before the white man came.

cities	waterfalls	electric power plants
unplowed prairies	steamboats	rocky mountain slopes
railroads	barns	great forests
factories	Indians	birch-bark canoes
rivers	buffaloes	tepees

4. Name some inventions of the white man which have made great changes in our country.

5. What happened in 1095 which made many of the people of Europe travel long distances?

6. List several things which the travelers found in the distant lands that they wanted to have in their homes.

7. Would you rather have been a merchant in Venice or Genoa, or in Rome or London during the time of the crusades? Why?

9. What was Marco Polo's book about? What had his book to do with the discovery of America? How did it happen to be written?

10. What had the invention of printing to do with the discovery of America?

11. Write a short paragraph telling how the people of Europe lived at the time of the crusades.

Map Work

Locate on an outline map: Jerusalem, Venice, Genoa, England, France, Spain, Italy, and Germany.



CHAPTER II

THE DISCOVERY OF AMERICA

Columbus Wants to Reach the East by Sailing Westward

Christopher Columbus. Christopher Columbus was born in Genoa in 1447, about the time that books were first printed. As he grew up books were becoming cheap and plentiful, and education was spreading. So it happened that, although his father was a poor man, Christopher learned to read and write, and at an early age became an eager student. Geography was one of the studies that he liked best.

No doubt he spent much of his time as a boy wandering along the docks of Genoa with his brothers, Bartholomew and James, watching the ships come and go and listening to the strange talk of sailors. At the age of fourteen he, too, went to sea and began to visit foreign lands. On his different voyages, he visited many countries, among them Greece, Spain, Portugal, England, the west coast of Africa, and the Madeira Islands in the Atlantic Ocean.

Always geography delighted him. He studied maps, made maps of his own voyages and of the voyages of

others, and read books of travel. We know that he studied Marco Polo's book, because the copy that he owned, with his writing in the margin, is still kept in the city of Seville in Spain.

As he studied and wondered, Columbus put two and two together. He said to himself: "There is an ocean east of China and an ocean west of Europe. Well, if the earth is round, it must be the same ocean that reaches from Europe around to China and laps the shores of both. And anyone can see that the earth is round if he watches how a ship sails out of sight on a clear day. Its hull disappears first, then the sails, till at last the very tip of the mast drops out of sight over the curve of the sea. If I could sail westward far enough, I know I should reach the eastern lands, and the great problem would be solved."

Columbus was partly right and partly wrong. He believed the earth to be much smaller than it really is and thought that China and the Spice Islands lay just across the Atlantic, no more than three thousand miles away. If he had known how far they really were, he might not have been bold enough to try to reach them.

But Columbus had no way of proving his belief that he could get to the East by sailing westward. He was a poor man, and he needed ships and men and money. Only kings and queens were rich enough and powerful enough in those days to furnish what he needed.

Columbus begs help to reach the East by sailing west. Columbus turned first to the king of Portugal. Portuguese sailors had for many years been taking ships down the west coast of Africa, seeking a way around the "Dark Continent," as Africa was called, to the Far East. The king was not much interested in

Columbus's idea. In fact, he believed Columbus to be half crazy. But he called a meeting of his wise men to hear Columbus and advise him what to do.

Columbus's arguments before King John's council seem sensible enough to us. He said that a few wise men in all ages had believed the earth to be round, and that his studies convinced him that their belief was true. Besides, he said, sailors blown far out on the Atlantic by a gale had seen a strange piece of wood, evidently cut by men but not carved with iron tools, as it would have been carved if it had floated with the ship from Europe. Other sailors had seen floating near the Madeira Islands pieces of giant cane, which must have come from the west, since there was no such cane in Europe. Still others had reported two dead men washed ashore on the Madeiras with broad, flat faces, unlike any of the people of Europe.

From all these signs Columbus argued that there must be land not far to the west, and, since he did not dream that there could be an altogether new world in that direction, he was sure that the land must be Asia, that is, the East.

King John's wise men were not convinced, but one of them advised the king to send a ship secretly to test Columbus's belief. When the ship returned in a few days and reported nothing found, Columbus discovered the dishonorable trick that the king had tried to play on him and left Portugal in disgust.

Columbus went next to Spain to ask help from King Ferdinand and Queen Isabella. His brother, Bartholomew, at the same time asked for help at the court of Henry VII of England.

But the English king had no money to risk on such an uncertain venture, and the Spanish rulers were engaged in a desperate war with the Moors in Spain and would not give Columbus a chance to tell them what he wanted. So there was nothing for him to do but wait.



When only little boys, Columbus and his brothers used to sit on the dock at Genoa, watch the great white-sailed ships, and listen to the wondrous tales that sailors told.

Of the great countries only France remained, and Columbus determined to go there. If the king of France failed him, no hope was left; for he had no money of his own with which to buy ships, pay for supplies, and hire sailors to prove that he could get to the East by sailing west.

He set out on foot for Paris, taking with him his little son, Diego, or, as we should call him, James. One

night he stopped at a monastery to beg a night's lodging for himself and the boy. Fortunately the head of the monastery happened to be a friend of Queen Isabella, and, after hearing Columbus's story, he persuaded Columbus to wait until he himself could go



and talk to the queen. He returned in a few days, bringing a message for Columbus to appear before the queen at the city of Santa Fé. With renewed hope Columbus turned his steps toward the Spanish court.

Now again, as in Portugal, Columbus had to explain his ideas to a council of wise men whom the queen called together to hear him. He convinced some, but others thought him crazy; and all thought that he wanted too much reward for himself. He insisted that he should be allowed to rule as a prince in all the lands that he found; that he should share the profits of all trade carried on in such lands; and that he should be

given the title and honors of admiral of the Spanish navy. He knew that it would be a great thing for Spain if he succeeded, and he thought that he would deserve a rich reward.

The council talked and argued so long about whether or not to help Columbus that he finally grew heart-sick and discouraged. He left the council and started again for France. Then the friends of Columbus were successful. One of them pointed out to the queen what a fine thing it would be if Spain could discover this new way to the East and carry the Christian religion to heathen people. Another offered to lend the queen the money that the voyage would cost. Finally Isabella yielded and sent a messenger to ask Columbus to return, saying that she would grant all his demands.

Going to the East by Way of the West

Columbus sails on the great voyage. The queen gave Columbus three small ships. They were the *Santa María*, the *Pinta*, and the *Niña* (Neen-ya, which means the Baby). The vessels were well stocked with food and water, but Columbus found it hard to get crews for the ships. News of his plans had spread around, and the superstitious sailors were terrified.

If the earth was round, as Columbus claimed, how was it possible, the sailors asked one another, for men on the other side of the world to walk head downward, for trees to grow backward, or for rain to fall upward? On the other hand, if the earth was flat, might they not sail over the edge and fall into space?

Some told frightful tales of ships being wrecked by giant fish: and others had heard of a boiling sea, which

melted the pitch with which the ships were caulked and made them sink to the bottom of the deep, dark waters.

But crews were finally obtained for the vessels, and Columbus set sail from the town of Palos, Spain, on Friday, August 3, 1492. He headed southwestward for the Canary Islands, which were to be the "jumping-off place" for his great voyage.

On September 6 Columbus left the Canaries, and headed straight for the setting sun. No man had ever sailed that sea before. Some people thought that the edge of the earth was not far distant. Scarcely anybody expected to see Columbus and his men again after they entered this unexplored part of the ocean.

Favorable signs appeared almost from the beginning. Birds flew over the ships and weeds and sticks floated by, all seeming to show that land was near. But day after day the endless sea stretched away to the front and rear with no sight of land.

For a while the wind blew steadily toward the west, and the men feared that they could never sail back. When the wind changed, they were more contented for a time; but then they ran into a floating mass of grass and weeds which they feared would entangle the ships and hold them drifting there forever. This danger passed like the others. But the boundless ocean still stretched before them.

Every passing day took the three little vessels and their terrified crews farther from home, and land seemed as distant as when they started. Thirty-five days after lifting anchor in the Canaries, Columbus figured that he had sailed 2,700 miles.

By this time the men were in an ugly humor, muttering and grumbling, calling Columbus crazy, and even planning to kill him unless he turned back, as they in-

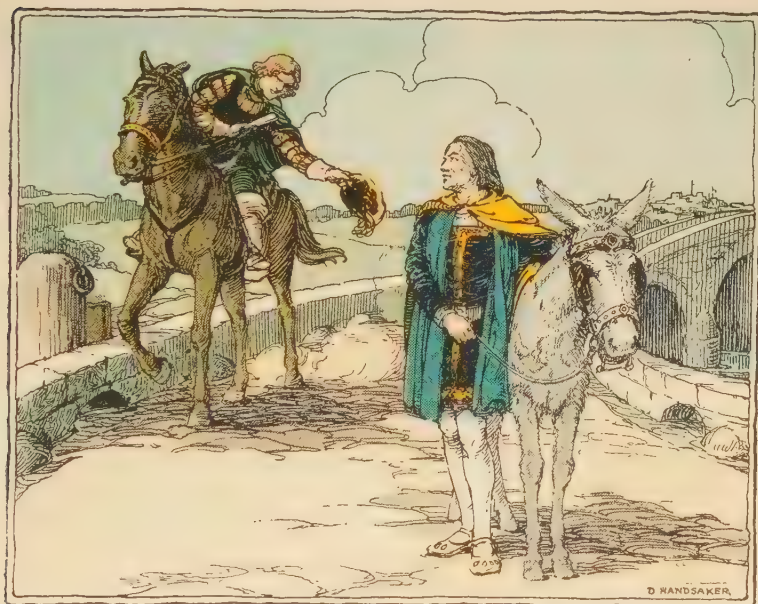


Columbus and Diego were wearied by their long, tiresome journey toward France. At a gray old monastery they asked for a bite to eat and shelter for the night.

sisted he should do. But Columbus was firm; he told the men that he had sailed to find the East, and would go on until he found it.

Columbus finds land by sailing west. How long before the men would have mutinied and thrown Columbus overboard, we cannot guess. Luckily they sighted a light that very night, and the next morning there

was land ahead. Or was it a mirage, a dream? They pinched themselves and rubbed their eyes. They could scarcely believe it, but the land was still there.



Sad at heart, Columbus wandered along, making his way out of Spain. But the Queen's messenger overtook him and asked him to return to the Spanish court once again.

Then the men broke into wild rejoicing. They thought they had found the wonderful, golden East only eight weeks west of Spain, and each of them imagined himself the owner of riches beyond the desire of a king.

Columbus ordered a small boat lowered and was rowed to the shore. His first act was to fall upon his knees and give thanks to God for the wonderful discovery. His next act was to unfurl the flag of Spain and take possession of the land in the name of Ferdi-

nand and Isabella. He named the little island San Salvador (Holy Savior). It was one of the group of islands near the coast of Florida that we now call the Bahamas, but we do not know which one it was.

The date of the great discovery was October 12, 1492, and the day of the week was Friday. Americans certainly have no reason to call Friday an "unlucky day."

Columbus describes the people of the new land. The Spaniards saw people peering at them from the bushes. Soon they advanced and made friends. Columbus gave them some red caps and beads, and they gave the Spaniards birds and fruit.

Columbus wrote in his diary that the people were handsome and had strong, beautifully-shaped bodies. They were of a reddish, coppery color, with broad faces, and high cheek bones. Their hair was coarse and black, "almost like the hairs of a horse's tail." They wore no clothes, but painted themselves in many colors and queer designs.

"Some paint themselves white," wrote Columbus, "others red, and still others whatever color they find. Some paint their faces, others the whole body, some only round the eyes, others only on the nose." Columbus called the people Indians, because he believed their island to be near the mainland of India. And we have called them Indians ever since.

Columbus discovers Cuba and San Domingo. Continuing his voyage, Columbus discovered the large islands of Cuba and San Domingo. The men were now eager enough to go on, for they wanted to find the glorious cities that Marco Polo described. But no

cities were there. The natives were everywhere poor and naked, living in straw-covered huts, with no gold and no comforts of civilized life.

The Spaniards saw with astonishment that there were no tame animals in the country, such as dogs, horses, cattle, or hogs.

Columbus was greatly puzzled. He never doubted that he was on the edge of Asia, and he could not understand why the people were so poor and wretched.

On the coast of San Domingo, the *Pinta* deserted. The captain stole away to hunt gold, and perhaps to carry the news to Spain and rob Columbus of the reward of his great discovery.

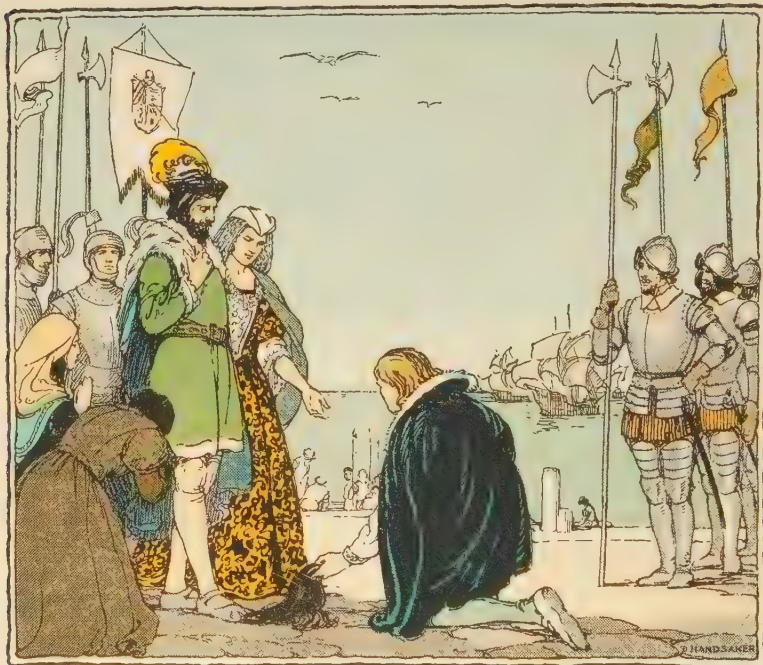
Columbus finds gold and suffers a shipwreck. At last Columbus found some gold nuggets among the natives of San Domingo, and, when he questioned the Indians by signs, he understood them to say that there was plenty of gold in the interior of the island.

Before Columbus could search for the mine, however, an accident compelled him to hasten back to Spain. On the night before Christmas his largest ship, the *Santa María*, ran upon a sand bar. All Christmas Day the men worked, removing supplies from the doomed ship before it went to pieces.

Only the *Niña* remained, and it was far too small to carry the crew of the wrecked vessel in addition to its own. Columbus therefore left some of his men in a camp and ordered them to hunt for the gold mine. With the rest he set sail to carry the news to Spain and bring back more men. A few days later he overtook the *Pinta*, which had stopped to trade with the Indians.

Carrying the News Home

Columbus returns to Spain. On the way home a storm separated the *Pinta* and the *Niña*, and Columbus was afraid that his little vessel would sink. Perhaps the *Pinta* had already sunk. He did not know. What a



When Columbus and his men started on their first voyage, the people of Palos wept and prayed. They feared they would never see the brave sailors again.

terrible thing it would be if the world should never know the result of his daring voyage! This thought worried Columbus. What could he do to make sure that the world would learn of his success? He prepared two accounts of the discovery and sealed them in water-tight casks. One he threw overboard and the

other he left on the deck of the *Niña*. If the boat sank, the cask would float, and some day one of the messages might be found. That was all he could do.

Many anxious days followed, but in the end the sea was kind and the little *Niña* sailed safely into the har-



At last the long voyage ended. On October 12, 1492, Columbus and his followers set foot on the New World.

bor of Palos. Later the *Pinta*, too, arrived, and the people who had doubted before, greeted the travelers with praise and rejoicing.

King Ferdinand and Queen Isabella were at the royal city of Seville, and received Columbus there with great honors. He showed them some of the Indians,

whom he had brought back with him, some samples of gold, some parrots, a broad-leafed plant which the Indians smoked, and a root which they ate.

These were not such riches as the East was expected to give, but no one doubted that another voyage would discover the spices, the precious stones, and the gold mines which would pour great treasures into the lap of Spain. Then, too, the Indian captives would learn the Spanish language and help to teach their people the Christian religion.

These delightful plans did not work out very well. But the broad-leafed plant which the Indians smoked was tobacco, and the root which they ate was the potato. Those two plants have brought more riches to mankind than all the gold mines of the world.

Columbus's later voyages. Three more times Columbus sailed into the west. On the second voyage he commanded a fleet of seventeen ships. There was no difficulty now in finding crews. Columbus wrote in his diary: "There is not a man, down to the very tailors, who does not beg to be allowed to go and become a discoverer." Fifteen hundred men crowded the ships, herding with horses, cattle, and other animals that were taken to stock the islands.

Some of the men who went with Columbus on this voyage were nobles of Spain who intended to hunt gold and precious stones, but many were farmers, and Queen Isabella sent a dozen missionaries to teach the Indians the Christian religion.

This was the first step toward taking possession of the New World—though nobody dreamed as yet that it was a new world.

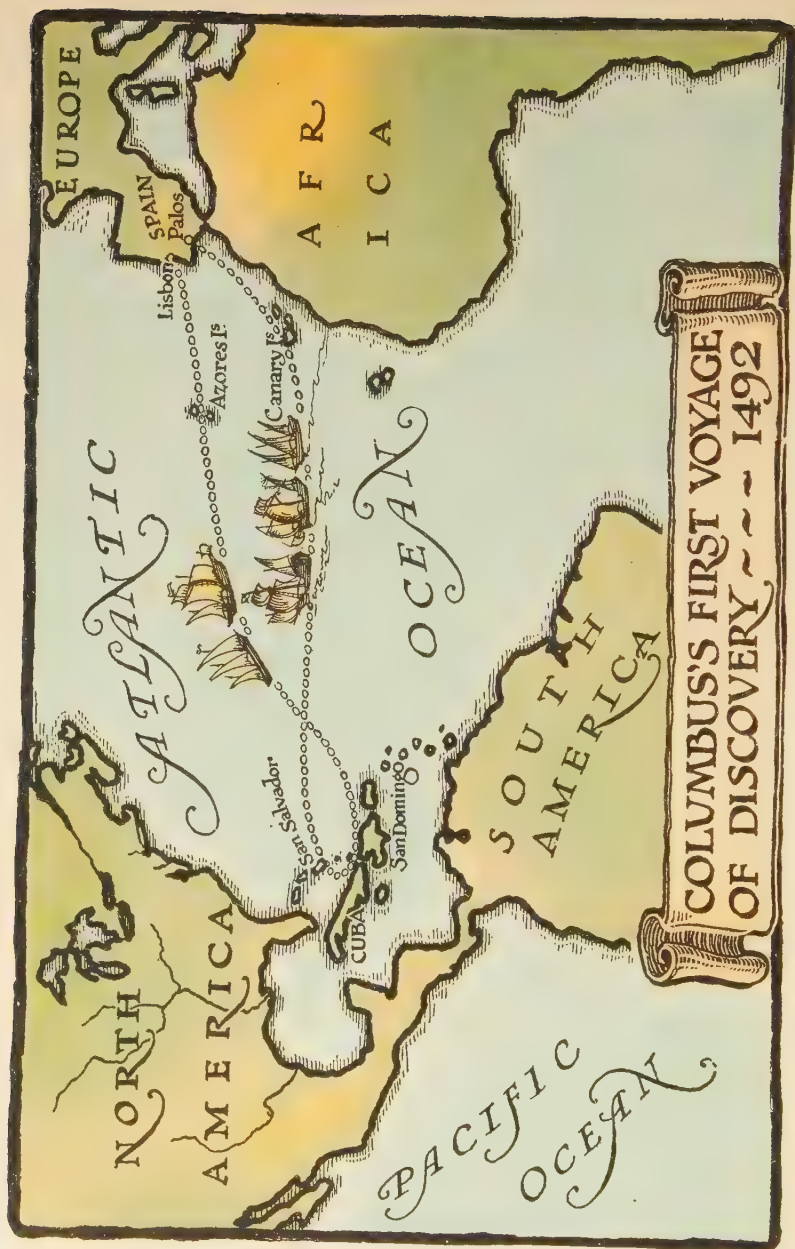
On his second trip Columbus discovered the island of Porto Rico. Then, landing some of his men in San Domingo, he went on, explored the southern coast of Cuba, and discovered Jamaica.

On his third and fourth voyages Columbus touched the continent of South America, and explored the whole coast of Central America, but, to his great disappointment, he still did not find the East that Marco Polo described. Where was the land of spices and perfumes and silk, of precious stones and gold?

Columbus dies and America is named for another. Columbus returned from his fourth voyage broken in health and spirit and worn out by hardships and suffering. The great nobles who heaped honors upon him after the first voyage now passed him by. "I have no place to stay but the inn," he wrote, "and often nothing with which to pay for my food." He died alone in a little town in Spain, on May 20, 1506.

Even the New World that Columbus had by chance discovered was named for another. Americus Vesputius, another Italian, like Columbus, wrote some interesting letters describing a voyage that he had made about the time of Columbus's third expedition. One of these letters fell into the hands of a German school teacher who was writing a geography, and he suggested that the New World be called America, in honor of the man who described it so interestingly. The name soon appeared on the maps. It ought to have been Columbia.

The results of Columbus's discovery. It is a sad story, Columbus's end in poverty, neglect, and disappointment; but today the story of his life is read in



every language, and the whole world honors the keen mind and sturdy character that overcame great difficulties in trying to prove his ideas true. He failed to find the Indies, but he started other men to making voyages which finally proved that the earth is round and that the East can be reached by sailing west.

As a result of Columbus's discovery, Spain got the first claim to the New World.

Portugal finds the way to the East around Africa.

While Columbus was seeking the East by going west, Vasco da Gama, a Portuguese captain found the way there by going around Africa, and brought to Portugal the wealth of the East that Columbus was seeking for Spain.

The Story of the Chapter

Christopher Columbus was born in the Italian city of Genoa. As a boy he was greatly interested in ships. When he grew up, he became a sailor and an eager student of geography. Marco Polo's book and other books that he studied led him to believe that the earth is round, and that he could sail to China and the Far East by going west. For many long years he tried to get one or another of the kings of Europe to lend him ships and sailors with which to make the voyage. Finally Queen Isabella of Spain furnished him with three small vessels.

With his three little ships and about a hundred men, Columbus discovered Cuba and San Domingo. He thought that they were parts of the eastern islands near India and called the people Indians. Columbus

died before it was learned that he had discovered a new world. His discovery gave Spain the first claim to America.

Questions and Exercises

1. What experiences in the life of Columbus made him interested in the sea and in exploring?
2. Imagine that you are Columbus and prepare what you would say to try to get the king of Portugal and his wise men to give you ships, men, and money to prove your ideas.
3. Dramatize Columbus: (1) at the monastery; (2) at the court of Queen Isabella; and (3) trying to get sailors to join his crew.
4. Imagine you are one of the men on this voyage, and write four or five sentences telling of your experiences on one day.
5. Why were the people in this new land called Indians?
6. Prepare to tell the story of the return of Columbus to Spain.
7. How many voyages did Columbus make across the Atlantic? Tell the story of Columbus's last two voyages.
8. Why was America not named for Columbus?

Map Work

1. On an outline map draw the course of the first voyage of Columbus.
2. Show on a map: Palos, the Canary Islands, Cuba, and San Domingo.
3. Show on a wall map how a Portuguese captain reached the East.

Date to Remember

1492, the discovery of America.



CHAPTER III

SPAIN IN THE RACE FOR AMERICA

Spain's Sailors Explore the Seas

Three nations run a race to get America. Six nations of Europe began a race to win America, but three dropped out, and we shall follow in this book only the story of the remaining three. The three to drop out were Portugal, Sweden, and Holland. The three nations that stayed in the race were Spain, England, and France. This chapter tells the story of Spain's race to get the New World which Columbus discovered. Spain hoped to get all of it before England and France got started.

The Spanish explorers. When Columbus died, many other explorers took up for Spain the work that he had begun. It was much easier to cross the Atlantic Ocean now, after Columbus had shown the way.

These other explorers discovered the Pacific Ocean, and sailed clear round the earth. They learned in that way that Columbus had actually discovered a new world instead of the old East. Then they turned to exploring the New World to find out what it was like

and what it contained. They explored, conquered Indians, found amazing quantities of gold, spread the Christian religion, and took possession of the land.

Sometimes an adventure ended in glorious success; more often it ended in suffering, failure, and death. We can tell only a small part of the story here. But as we read of their brave deeds we must remember that those hardy explorers, whether they succeeded or failed, were helping to open up for settlement the country in which we live today. They were easing the path for others and for us.

A stowaway discovers the Pacific Ocean. Three years after the death of Columbus, a ship set sail from the island of San Domingo toward the west. It was headed for the Isthmus of Panama where, a short time before, some explorers had found pearls and signs of gold.

On the ship, unknown to the captain, was a stow-away, hidden in a barrel. He was richly dressed and did not look like a man who would have to steal a ride. But the truth is that he had squandered all his money, and he was afraid that he would be arrested because he could not pay his debts. So, to escape his creditors and keep out of jail, he hid on the ship. This gay young cavalier was Vasco Nuñez de Balboa (Vas'-co Noon'-yez de Bal-bo'-a). We call him simply Balboa.

In Panama, Balboa became a commander of soldiers. Years passed, and he won the friendship of the Indians. One day an Indian chief told him that there was another ocean across the mountains, and said that on that ocean far to the south there was a country where the people ate from golden plates and drank from golden cups.

Gathering his soldiers around him, Balboa started across the Isthmus of Panama to see whether the Indian's story was true. The men hacked a path through the jungles with axes and swords. When they had nearly reached the top of the mountains which



After a hard trip across the Isthmus of Panama, Balboa and his men at last reached the shore of the mighty Pacific. They were the first explorers of the New World who ever gazed on that ocean.

run along the Isthmus, Balboa stopped the men and went on alone. If there was really another ocean on the other side, he wanted to be the first white man to see it.

And, far below, the ocean was there! Was the rest of the Indian's story true? Was the country of gold to the south, as he had said?

Leading his men down to the shore, Balboa waded into the water and took possession of the ocean in the

name of the king and queen of Spain. Balboa called it the South Sea, but today we call it the Pacific Ocean.

Later Balboa set his men to cutting down trees and hewing out planks with which to build a ship. He would sail to the south and see whether the gold was there. But Balboa never made that voyage. Before he could build his ship and get everything ready, he was put to death by the governor of Panama. The governor was jealous of Balboa's popularity and did not want him to find the country of gold.

A few years later Francisco Pizarro, another Spaniard, discovered Peru, the land of gold to the south, and proved the Indian's story entirely true.

The first voyage around the world. In 1519 Ferdinand Magellan sailed through the Strait of Magellan and out upon the broad Pacific Ocean that Balboa had discovered. Like Columbus, he was headed for Marco Polo's East; and he vowed that he would sail on, if necessary, until food gave out and his men had eaten the leather straps and leather rigging of his ships.

Magellan was born in Portugal and became one of the country's best seamen, but he had a quarrel with the king and left his native country forever. He went to Spain where he became well liked. When he laid before the Spanish king his plan for sailing around the world, he was given five vessels and about two hundred and seventy men to make the trip.

Magellan started with his five vessels, but some deserted and some were lost. Three years from the time that he sailed from Spain a single water-logged, worm-eaten, half-sinking ship sailed slowly into the Spanish harbor of Seville.

There were eighteen men on board, the first men to sail around the world. But the great captain was not among them. Magellan had been killed in battle with the natives of the Philippine Islands, which he discovered.

Columbus, Balboa, and Magellan! They did not fail. They were great pioneers. They increased the world's knowledge of geography, and opened the way for others. They drew the veil of darkness from half the world.

Spain's Soldiers Explore the Land

De León seeks the Fountain of Youth in Florida.

The same year that Balboa first saw the Pacific Ocean from the Isthmus of Panama Ponce de León (Pontha de La-own') was exploring Florida. He had heard tales of a miraculous spring in Florida, a "Fountain of Perpetual Youth." He wanted to bathe in its waters and remain forever young. But Florida was unkind. An Indian shot him with a poisoned arrow, and he found death instead of perpetual youth. He was probably the first white man in what is now the United States.

Cortés conquers Mexico. The first explorer to win fortune for himself and Spain was Hernando Cortés (Er-nan'-do Cor-tás). In 1519, the year that Magellan began his wonderful voyage around the world, Cortés landed in Mexico with several hundred men and sixteen war horses. The inhabitants of Mexico were crushed under the fierce rule of the Aztecs, a powerful tribe of half-civilized Indians who lived around the present City of Mexico. The people had a legend, a story passed down from their great-great-grandfathers, that

a "Fair God" would come some day to free them from their cruel masters. When they saw Cortés with his steel-covered war horses and his soldiers clothed in armor, they believed that the god had come at last



Only a single ship out of Magellan's little fleet of five got safely back from the trip around the world.

to lead them to victory. They flocked to the support of Cortés, and marched with him against the Aztecs.

The Spaniards had cannon and great bell-mouthed blunderbusses, loaded with slugs of lead and scraps of iron. The Aztecs fought bravely, but the weapons of the Spaniards cut them down by thousands, while their own spears and arrows broke against the armor of the men and horses without injuring them.

Finally Cortés captured Montezuma, the Aztec king, and took from his treasure caves gold and silver enough to load a ship. Then Cortés himself became governor of Mexico, and set slaves to working Montezuma's



In tangled forest and in marshy lowland, Ponce de León and his foolish followers hunted for the magic waters. But never in all their long journey did they find the wonder-working Fountain of Youth.

mines. For nearly three hundred years Mexico poured into Spain an endless stream of gold and silver.

As a result of Cortés's success, Mexico was quickly settled with white men. Kindly missionaries pushed here and there, building splendid churches and teaching the Indians the Christian religion; and ambitious captains explored far and near, hoping to discover

another Eldorado—another rich land like the land of Montezuma, with its vast treasures of gold and silver.

Cabeza de Vaca, the first white man in Texas. A few years after Cortés conquered Mexico some explorers were wrecked on the coast of what is now the state of Texas. Alvar Cabeza de Vaca (Al-vär Ka-bā'-sa de Vac'ca) and three companions escaped to the shore, where they were captured by the Indians.

For six years these unfortunate Spaniards lived as the Indians lived; but they were worse off than the Indians, for they were the slaves of the Indians. Most of the time they were hungry, and nearly always the Indians greatly abused them. Sometimes, when buffalo and deer were killed, and in the spring when the prickly pear was ripe, they could eat as much as they wanted. But the rest of the time they had to live on acorns, nuts, roots, berries, bugs, and snakes.

Finally, after seven years of slavery Cabeza de Vaca and his friends escaped from the Indians and made their way clear across the continent to a Spanish settlement on the Gulf of California. They were kindly treated by most of the Indians through whose lands they passed and paid their way by doctoring the sick.

Cabeza de Vaca returned to Spain and wrote a book describing his adventures among the Indians in the New World, and it is from that book that we learn the story of his life in America.

The long wandering of Cabeza de Vaca and his companions gave Spain a claim to Texas and all the southwestern part of what is now the United States. Their journey led also to a remarkable exploration by Captain Coronado, as we shall see in the next paragraph.

Coronado explores the Southwest. When Cabeza de Vaca reached the Spanish settlements in Mexico, the governor asked him if he had seen any mines of silver or gold. He replied that he had seen nothing but wild, bare land, but he said that the Indians had told him of cities in the north so rich that the houses were decorated with precious stones. His report excited the interest of the governor who sent Captain Francisco Coronado (Ko-ro-nä'-do) to conquer these fabled cities.

Captain Coronado made careful preparations for his march. He had three hundred and fifty soldiers, each with two or three horses; and a thousand Indian servants drove five hundred cattle and five thousand sheep to provide food for the men. These were the first cattle to graze on the grassy plains of the United States.

Coronado marched slowly up through northern Mexico into Arizona, and then eastward into New Mexico and Texas. He found no jeweled cities, but the Indians along the way always told him of a wonderful city farther on. The truth is that the Spaniards were "eating the Indians out of house and home," and the poor red men could only get rid of their unwelcome guests by telling them of rich lands far away.

When the Spaniards reached a point in what is now New Mexico, the Indians told of a great and splendid city which they called Quivira (Kee-veé-ra). They had never seen Quivira, but other Indians had told them of it. So, painfully, the Spaniards pressed on, through Oklahoma and into Kansas, hunting the splendid city. They passed dozens of Indian villages, and saw millions of "hump-backed cows," as they called the buffalo, but Quivira was always just beyond. It was like

a will-o'-the-wisp or the foot of the rainbow. Coronado could never overtake it, no matter how hard he tried.

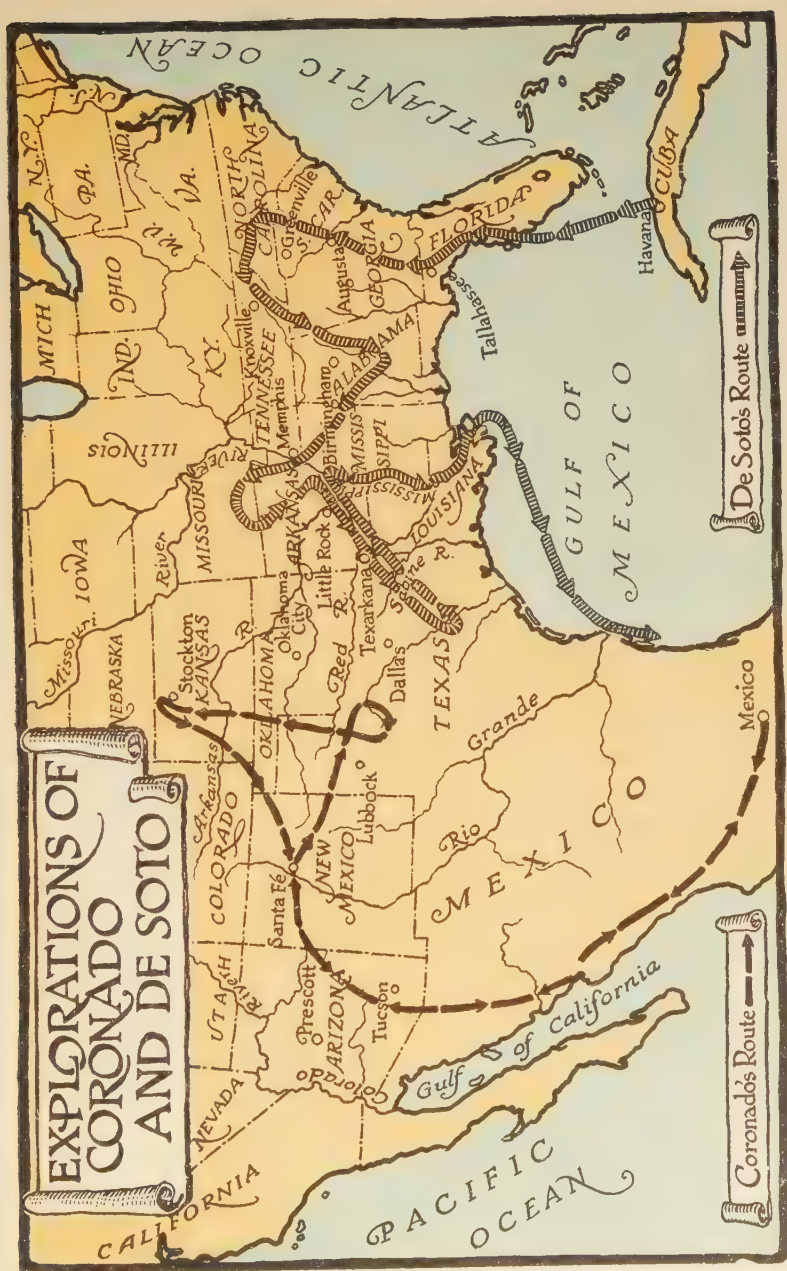
Finally the men would go no farther. Their clothes were worn out, their horses were exhausted, and their bodies were sore from bruises and wounds inflicted by the Indians with whom they fought. Sadly Coronado gave the order to return. He believed that in one more week, in one more day, perhaps, if he could have gone on, he might have reached Quivira.

At first Coronado's expedition had no effect, but, in the end, it was very important. From his reports men learned the geography of the country. Some of his horses escaped, and in a few years large herds of wild horses roamed over the plains of the Southwest. Most important of all, Coronado carried the Spanish flag into the territory which is now Arizona, New Mexico, Texas, Oklahoma, and Kansas and gave Spain the lead through all the Southwest in the race for America.

The date of Coronado's expedition was 1540. It was just twenty years since Cortés had begun the conquest of Mexico.

De Soto explores the Southeast. While Captain Coronado was hunting for jeweled cities in the southwestern part of the United States, Captain Hernando de Soto was searching for a "Rich Kingdom" in the Southeast. De Soto had made a fortune in Peru, that golden country of the South which Balboa failed to reach. Now he hoped to make a greater fortune by conquering a "Rich Kingdom" of the north.

De Soto landed in Florida in the summer of 1539 with five hundred and fifty men and two hundred horses. With his little army, he marched northward



through the region that we know as Georgia, South Carolina, and North Carolina. From North Carolina, he moved into Tennessee, then southward through Alabama. Everywhere he asked the Indians about the "Rich Kingdom," and they always sent him farther. The "Rich Kingdom" was like Quivira. It was always just beyond. Indian servants drove herds of hogs, which the soldiers ate when other food failed.

From Alabama, De Soto marched northward again, into Tennessee. Near the present city of Memphis he discovered the Mississippi River, which the Indians called the "Father of Waters." He crossed the river and explored the future states of Arkansas, Missouri, and Oklahoma. But the "Rich Kingdom" was still beyond, and De Soto could not find it.

Finally De Soto died, and was buried in the Mississippi River. His men elected another captain to lead them out of the wilderness. They had been three years in the forest, and, like Coronado's men, they wanted to go home.

The new leader, a man named Moscoso, tried first to reach the settlements in Mexico by marching southwest through Texas; but he turned back to the Mississippi River, built boats, and finally sailed to Tampico in northern Mexico.

In all their wanderings, the Spaniards found no gold, nor any splendid cities. In Georgia they took from the Indians more than three hundred pounds of pearls, but these were later destroyed when the Indians burned their camp, so they had nothing to take back.

De Soto failed, but his exploring, like that of Coronado, had important results. One of his men wrote the

story of the exploration, after his return to Spain, and from this book we get the earliest ideas of the geography of what is now the southern part of the United States. But the most important effect of De Soto's daring exploration was to give Spain a long start in the race for America. He was a faithful son of Spain.

The oldest city in the United States. In 1565, twenty-five years after De Soto's death, a group of Spanish people set out to start a colony in the territory which De Soto had explored. On St. Augustine's Day, which is August 28, they sighted land on the east coast of Florida.

By September 6 they had landed and begun fortifying their settlement, which they called St. Augustine. It is the oldest city in the United States, and in the city can be seen today some of the quaint buildings put up by very early settlers.

As yet, neither England nor France had made a lasting settlement in America; and, for a time, it seemed that Spain would win the prize of the New World before its two rivals got into the race.

The Story of the Chapter

After Columbus had shown the way across the Atlantic Ocean it was easy for other explorers to cross. For many years explorers continued to believe that Columbus had found a part of the Far East, the land of spices and silk and jewels and gold; but at first they could find none of these valuable things. Then Balboa discovered the Pacific Ocean, and Magellan sailed around the earth, and men learned that Columbus had discovered a new world.



Indians told De Soto of a mighty stream, "The Father of Waters."
The brave explorer and his followers at last found the river and
claimed it for the king of Spain.

The next thing was to get possession of it. Spain already had settlements in the islands that Columbus discovered, and others along the coast of Panama. Now it sent explorers and soldiers to take as much of America as they could hold.

Cortés took Mexico and all the gold of Montezuma. De León explored Florida. Cabeza de Vaca gave Spain a claim to Texas. Coronado and De Soto carried the Spanish flag over all the southern and southwestern parts of what is now the United States. It seemed that Spain might get all the New World before the other countries of Europe got into the race.



Questions and Exercises

1. What does the title of this chapter mean? What other nations were in the race? Why did they want to get possession of America?

2. Tell the story of Balboa.

3. How did Magellan prove that the earth is round?

4. Who was probably the first white man to go into Florida? Tell the story of his explorations.

5. Tell how Cortés won a fortune for himself and for Spain.

6. Choose one of the following subjects and write a paragraph about it: Magellan's trip around the world. The conquest of Mexico. Coronado's search for Quivira. De Soto's exploration of the southeastern part of what is now the United States.

Map Work

1. Color on an outline map the country Cortés conquered.

2. Color on an outline map the state to which Cabeza de Vaca gave Spain a claim.

3. Color the states which Coronado explored. Tell of some of the experiences of Coronado.

4. Color the states which De Soto explored. Show on your map about where De Soto first saw the Mississippi River.

5. Locate on an outline map the oldest city in the United States. How many years ago was it settled?

6. Point out on a wall map the voyage of Magellan's ship around the world.

7. Color an outline map to show the parts of the present United States that Spain claimed on account of the work of its explorers.

Date to Remember

1519, the beginning of the first voyage around the world.



CHAPTER IV

ENGLAND IN THE RACE FOR AMERICA

England Finds the Way to the North

John Cabot leads the way. John Cabot was the first man to turn the prow of an English ship towards America. He was an Italian from Venice, the seaport that was the rival of Genoa where Columbus was born. He had gone to England and was sailing for King Henry VII when the news came that Columbus had crossed the Atlantic and returned to Spain.

King Henry of England lent Cabot his aid, and in May, 1497, a small ship set sail toward the west with eighteen men on board. Cabot sailed on a line farther north than the one the Spaniards had followed, and struck the coast of North America in Labrador or Nova Scotia. Lief Ericson, a Norseman from Norway, had probably visited these coasts five hundred years earlier, but his discovery had no important results.

When Cabot landed, there were no people to greet him, or to fight him, but he had not explored far before he saw signs that the country was inhabited. For example, he found some bone needles for sewing skins

and some nets for snaring game, which showed him that this strange, wild country had people living in it.

The thing that most interested Cabot and his crew was the great shoals of fish that they ran their ship through near the coast of Labrador. Cabot took back to England a fish story that was hard to believe. He said the fish were so thick in the water that the men could dip them up in baskets. Cabot's report spread rapidly and drew many fishermen to these waters.

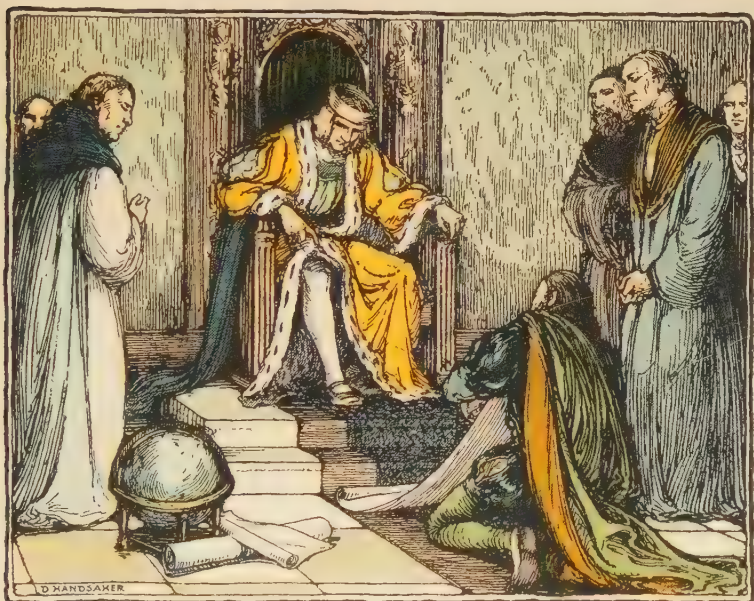
The Newfoundland banks, where the warm ocean currents from the south meet the cold ocean currents from the north remain to this day one of the greatest fishing places in the world. It must have been this part of the ocean that Cabot's boat crossed.

Cabot returned to England in a few weeks, and received a great welcome from the king. Henry VII dressed him in silk, and gave him a purse full of gold, a sum equal to about five hundred dollars. A letter written at the time says that the English "ran after Cabot like mad people."

The next year John Cabot went to America again with four or five ships, but we know less of this voyage than we do of the first. His son, Sebastian Cabot, went on this voyage and returned to England, where he lived to a good old age. Sebastian Cabot talked a great deal about himself and about his trip to the New World, but he neglected to tell us what became of his father. John Cabot probably died in England soon after this second voyage.

Cabot was the pathfinder for England, and his voyages gave England a claim to the North such as the explorations of Columbus gave Spain to the South.

But England did not follow up Cabot with other explorers as Spain followed Columbus. England neglected its claim, and took no steps to get hold of the western country until nearly a hundred years later.



After his return to England, John Cabot went immediately to see the king and told him about his wonderful voyage to America.

English Sailors Fight Spain in the South

English "Sea Dogs" loot Spanish treasure ships. But, while England's claims in North America remained neglected, English freebooters and pirates swarmed in the Caribbean Sea and the Gulf of Mexico and seized many a treasure ship belonging to the king of Spain.

These English sailors worried Spain as a dog worries a bone. In fact, they called themselves "Sea Dogs." They

sailed in fast vessels and could strike quickly and run away. The Spaniards used heavy, awkward ships, called galleons, for carrying freight, and could not defend themselves from the swarms of swift-flying English wasps.

The daring Sea Dogs struck the Spaniards suddenly in unexpected places. They landed on the Isthmus of Panama and robbed its rich towns, or pounced upon ships sailing home loaded down with silver and gold. In such ways England got a share of the gold that flowed from Mexico and Peru toward Spain.

Englishmen were proud of their bold, lawless sailors, but the Spaniards hated and feared them. The Spaniards called them pirates, sea robbers, and fighting demons.

Sir Francis Drake sails round the world. Sir Francis Drake was the boldest of all the Sea Dogs, a real prince of pirates. The Spaniards called him "The Dragon."

In 1578, thirteen years after the Spaniards settled St. Augustine, Drake made his most famous voyage. In a ship called the *Golden Hind*, he sailed through the Strait of Magellan and then northward up the coast of Chile and Peru. He robbed Spanish towns wherever he found them, and seized treasure ships. From one ship he took fifty-seven blocks of silver the size of bricks. From another vessel, called the *Spitfire*, he took twenty-six tons of silver and eighty pounds of gold, besides precious stones and thirteen chests full of Spanish gold coins. Drake's sailors renamed this vessel the *Spitsilver*.

After loading the *Golden Hind* with treasure until it could scarcely float, Drake landed near the present

city of San Francisco and took possession of all the western coast of what is now the United States for Queen Elizabeth of England. Then he sailed westward across the Pacific, on through the Indian Ocean, around the Cape of Good Hope, and northward then on the Atlantic to England. Drake's ship was the second to sail completely round the world. Magellan's was the first.

Captain Drake no doubt secretly gave Queen Elizabeth a share of the Spanish loot. We do not know that he did; but we do know that Elizabeth liked to receive presents and that she was fond of beautiful jewels. She rewarded Drake for his voyage by making him a knight.

But the Sea Dogs alone could never make America an English country. English men and women, and little children, must make their homes in the land if it was ever to belong to England. And there was a young man in England who saw very clearly what must be done, even before Drake returned from his lucky voyage around the world. This young gentleman was Sir Walter Raleigh.

The English Begin to Settle America

Raleigh sends the first English settlers to America. We have seen in the story of Columbus that one could not do great things in those early days without the help of a king or a queen. Sir Walter Raleigh needed the help and approval of Elizabeth in carrying out his plans to settle America and make it an English country.

A pretty story tells that Raleigh first won the queen's favor by being polite to her. It is said that while she was walking near her palace one day she came to a

puddle of mud which she could not cross without soiling her royal shoes. Suddenly a young man stepped forward, and taking his handsome cloak from his shoulders, spread it over the mud.

By his gallant act Raleigh attracted the attention of the queen and became her favorite courtier. No doubt she sent him a purse of gold to buy a new cloak. But Raleigh was thinking of more than a purse of gold. He wanted the queen to help him make an English settlement in America, and she did.

Elizabeth gave Sir Walter as much land as he wanted, so that he might send a group of people there to live. A settlement of this kind is known as a colony. You see, Cabot's discovery of North America was supposed to have given the whole continent to the kings and queens of England, and Elizabeth was now giving a part of it to Sir Walter Raleigh. Raleigh sent his first colony to America in the summer of 1585. The men settled on Roanoke Island, off the coast of North Carolina, and spent the winter there, but the next spring Sir Francis Drake sailed by to see how the settlement was getting on, and all the people went home with him.

Two years later Raleigh sent another colony to Roanoke Island. The leader, John White, returned immediately to England to get supplies and farming tools. When he got back to England, there was a war going on between England and Spain. It was three years before he could return to America, and when he got there the colony had totally disappeared.

We do not know to this day what became of these settlers. White found the word "Croatoan" carved in the bark of a tree. This was the name of a friendly

tribe of Indians who lived on another island near by; but when search of this island was made, no trace of the missing settlers could be found. It was a sad blow to White, for his daughter and little granddaughter were



The word "Croatoan" carved on a tree was the only trace ever found of Sir Walter Raleigh's second colony.

in the company. The little girl, Virginia Dare, was the first white child born in what is now the United States.

Bad luck came also to Raleigh. He lost his fortune and the friendship of the queen. He could send no more colonists to America. He had the misfortune to spend many of his last years in prison. Finally King James I, who followed Queen Elizabeth on the throne of England, had him beheaded.

Sir Walter Raleigh's belief in America was strong to the end. He saw it in his imagination filled with men and women and children, all speaking the English language. He tried to make his dream come true quickly and failed; but his dream did come true in the end, and it was his work which helped others to settle the first successful English colonies in America.

The English Settle Virginia

Jamestown. The first permanent English settlement in America was made at Jamestown in Virginia in 1607. The success of this settlement was due largely to the energy and good sense of Captain John Smith. This man was not as gallant as Sir Walter Raleigh, but he was able to command men and could make them do what he wanted done.

We cannot say that Jamestown was founded, or begun, by Captain John Smith, for he was not a rich man like Sir Walter Raleigh, and the king of England probably did not know him. But we can say that he kept the little settlement from complete starvation and ruin. He saved it from destruction.

Jamestown was begun in this way: A number of merchants in London thought they could make money by settling a colony in America. They formed a company called the London Company, and furnished the money to get ships and supplies for the men who wished to go. Captain Smith worked for several years forming the company, and was one of the first to go to Virginia.

The London Company wanted the colonists to cultivate tobacco, which the Europeans were learning to

smoke, to raise indigo for making dye, to make pitch, and to cut logs to build English ships. They were also to get the fur of foxes, beavers, bears, and other animals from the Indians, giving them in exchange cheap trinkets, beads, and colored cloth. The company hoped to make a great deal of money by selling these American goods in England.

The London Company agreed to furnish everything, and the colonists were to do the work. Then at the end of seven years the profits of the settlement were to be divided among the members of the company and the settlers. But at the end of seven years there were no profits, and, if it had not been for Captain John Smith, there would have been no colonists either.

The trouble started because the colonists did not know how to work, or did not want to work. Some called themselves "gentlemen," and said that they had never worked in England and did not intend to work in Virginia. They wanted to hunt gold. The others saw no reason why they should work while the gentlemen idled. Soon all were starving. Then sickness broke out and hundreds died. It was a gloomy time, which is known in Virginia history as the starving time.

It was at this point that Captain John Smith saved the colony. He had seen much of the world and done many things; he had been a sailor, a soldier, and an adventurer. He was hard and stern and not afraid. He called the colonists together and gave them a talk. We do not know his exact words, but we are sure that he said something like this:

"Men, unless we go to work we shall starve. It's not fair for one to work and others to be idle. Therefore all

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must work, and those who refuse to work shall have nothing to eat." The men knew that Captain Smith meant what he said, so they set to work.

Captain Smith then went among the Indians and persuaded them to sell him corn for the hungry Englishmen. Some unfriendly Indians once captured him and prepared to put him to death in a horrible

manner. They placed his head on a stone, and two warriors stood by to beat out his brains with clubs. Just as they were about to strike, a little girl rushed up and threw herself upon him, covering his head with her body. The men could not strike with their clubs, for they saw that the little girl was Pocahontas, daughter of the chief, Powhatan. So instead of killing Captain Smith the Indians adopted him and made him one of their tribe. After this time Powhatan became friendly with the Virginians, selling them corn and meat, and teaching them how to live in the wild new land.

The little Indian girl, Pocahontas, was a great favorite among the Virginians. When she grew up, they sent her over to England where, because her father was a chief, she was treated as a princess. She married an



Englishman named John Rolfe, who became a tobacco planter in Virginia. Some of the best families of America are proud, it is said, to claim kinship with the Indian princess who saved the life of Captain John Smith.

Before we leave Virginia we must tell you about three important things that happened in a single year after the colonists had learned how to live in the New World.

In 1619 the London Company gave the Virginia settlers the right to make some of their own laws. The colonists chose a few of their wisest men to make these laws. This group of men was called the legislature, and this Virginia legislature was the beginning of the kind of government that we have today. Americans have always been proud of their right to make their own laws and to govern themselves.

In the same year (1619) the London Company sent a number of young women to the colony. They were quickly married by the bachelor farmers, and Virginia was soon a land of homes and happy families. Sir Walter Raleigh's dream was coming true. America was going to be filled with men and women and little children, all speaking the English tongue.

Toward the end of 1619 a Dutch sea captain brought to Virginia a shipload of negroes captured in Africa. There were few workers to be hired in America, so the settlers bought the negroes and put them to work in the tobacco fields. They made fine workmen. More and more were brought to Virginia, and the planters continued to buy them. Thus slavery was begun in that part of America which later became the United States.

After a while the king broke up the London Company and took charge of Virginia himself. He sent a

governor to act for him and to carry out his orders, but he allowed the people to continue electing their own legislature, as they had done. So the Americans did not lose the right to take part in governing themselves.



The young women sent to the Virginia colony land at Jamestown.

A colony that was ruled by the king was called a royal colony, so Virginia became a royal colony.

We must turn now to the North, where, in 1620, the second English colony in America was settled.

The English Settle Massachusetts

Plymouth, the first English colony in the North. One bleak December day in 1620, when Jamestown was already thirteen years old, a small ship anchored at

Plymouth, on Massachusetts Bay, far to the north of Virginia. The little vessel was crowded with one hundred and two men, women, and children. These were the Pilgrims, who had come to establish the second English settlement in the New World.

These people had left England a long time before because the English king would not let them worship God as they pleased. He insisted that everyone must go to the same kind of church, the English Episcopal Church.

The Pilgrims did not come directly to America when they left England. They went first to Holland, where they could worship according to their belief, but they were not happy in Holland because they found it too hard to make a living. They worked from morning until night and then often did not have enough money to buy food for their families. But what made them even more unhappy was the fact that they soon saw that their children were forgetting how to speak the English language. They spoke the Dutch language, and some of them were marrying Dutch husbands and wives. Therefore the Pilgrims decided to move to America, where they could have the kind of church they wanted and still remain English.

The Plymouth settlers were called Pilgrims because they traveled so far for their religion, to have the kind of churches that they wanted.

From some generous London merchants they borrowed enough money to hire a ship and buy food and clothing for the voyage. They set sail in the *Mayflower* and landed on the rocky New England coast. The place where they landed and settled they named

Plymouth after the English town from which they had last set sail. It was December, a bad time to begin a settlement, for the weather was growing cold and the land was covered with snow before they could get



The Pilgrims landing at Plymouth

their cabins built. Nearly a year would have to go by before they could raise a crop of grain and vegetables.

It was a terrible winter for the poor Pilgrims, and by spring half of them were dead and those who were still alive were so weak from sickness and hunger that they could hardly creep around. One might suppose that they would have been anxious to go back to Holland or even to England, but not a single Pilgrim wished to return.

The brave settlers at Plymouth were saved from even greater suffering, and perhaps from total destruction, by some Indians who lived near by. Imagine how surprised they were one day when an Indian walked into their settlement and spoke to them in English. This was Squanto, who had lived for a time in England.

Squanto's people sold the Pilgrims corn and meat and taught them how to hunt and trap game. They gave the Pilgrims in Massachusetts the same help that Pocahontas's father gave the Jamestown settlers in Virginia. When we remember how the Indians saved these first two English settlements from starvation, we should not be too ready to believe that all the Indians were bad Indians. Throughout our history the Indians have often proved themselves good friends to the white people. On the whole, they were kinder to the white settlers than the settlers were to the Indians.

Among the Pilgrims there was a man who reminds us of Captain John Smith. This was Captain Miles Standish. He had not had the bold adventures that Captain Smith had had and he did not talk much about himself, but he was just as brave as Captain Smith and was always ready to lead his men against the Indians when they went on the warpath.

The governor of Plymouth was named William Bradford. He served as governor for nearly thirty years, and must have been a good governor or the people would not have kept him in office so long. He wrote a history of the colony, from which we learn a great deal about the hardships of that first terrible winter.

Bradford tells us that during the first winter at Plymouth there were sometimes not enough well people

to nurse the sick ones. He says that those who died were buried at night in unmarked graves so that the Indians would not learn how weak the colony was becoming.

The first minister of the colony was William Brewster. It was to hear his sermons that the Pilgrims tramped through the snow, with gun and Bible in hand. And what long sermons they were! Brewster preached for hours in the unheated church. Nobody dared to nod or doze, for the Pilgrims were stern people, and would permit no disrespect to the preacher.

But more to be admired than Captain Standish, Governor Bradford, or the good William Brewster, were the people themselves. The success of the little settlement at Plymouth was due to the courage of the fine men and women who were willing to bear every hardship for the sake of their religion.

The Pilgrims never again had to suffer such hardships and dangers as they suffered the first winter. The following summer they made good crops, and, when fall came around again, their barns were full of corn, pumpkins, and beans. So they set aside a day of thanksgiving to give thanks to God for his blessings. And down to this day Americans have followed the example of the Pilgrims in giving a day once a year, in November, to thanksgiving. The President of the United States and the governors of the states call on the people to give thanks for the blessings that they have enjoyed during the year.

Before leaving the Plymouth Colony we must say something about its government. The people governed themselves. They elected their own officers and made their own laws.

You should know how the Pilgrims came to have such a government. It came about in this way. When the Pilgrims left Holland, they intended going to Virginia. But when the *Mayflower* landed in the wild,



The Pilgrims signing the Mayflower Compact

unsettled country of Massachusetts, it was necessary for them to have laws and a government of their own. They must have rules to live by and officers to carry out the rules. So, before going on shore, they held a meeting on the *Mayflower*, and all signed a paper, saying that all would take part in making their rules, or laws, and that all would obey the laws. This paper is called the Mayflower Compact, or agreement.

The success of the Plymouth Colony acted like a magnet to draw other English settlers to the North. In 1630 the settlement of Boston was started. It grew rapidly. Thousands of families came over in the next



The first Thanksgiving Day

few years. Some stopped at Boston, but others moved westward and started new villages at Cambridge, Charlestown, Watertown, and a dozen other places.

Like the Pilgrims, these settlers in and around Boston left England because they were not allowed to go to any church but the Church of England. As a rule, they were well-to-do, and for that reason they did not have such a hard time during their first year in Massachusetts as the Pilgrims had had at Plymouth. They

were able to bring enough food, clothing, and furniture from England to make them comfortable in their new homes.

As the religion of the Plymouth settlers was the same as that of the settlers around Boston, the two colonies became united under the same government, and were known after that as the Colony of Massachusetts.

The English Settle Maryland and Ten Other Colonies

Lord Baltimore settles Maryland. The settlement of Maryland, just north of Virginia, was begun by Lord Baltimore in 1632. Lord Baltimore belonged to the Catholic Church, and he wanted Maryland to become a home for Catholics because in England Catholics were not allowed to have their own churches. But Baltimore opened his colony to members of other churches as well as to Catholics, and treated all the settlers alike.

The territory of Maryland was given to Lord Baltimore by King Charles I, and Baltimore had the right to rule it as if he himself were a king. Baltimore divided the land among the settlers and required them to pay him a small fee, or rent, each year for its use. Since Lord Baltimore owned the land of Maryland and was its proprietor, Maryland was what is called a proprietary colony.

Lord Baltimore remained in England to look after the interests of the colony there and sent a governor to Maryland to carry out his orders. He allowed the settlers to make their own laws, as the colonists did in Virginia and Massachusetts, but he had the right to keep them from making laws that he did not like.

The first settlers of Maryland could buy food and supplies from the neighboring Virginia settlements, and the Indians were friendly, so that they did not have to suffer such terrible hardships as the first settlers of Virginia and Plymouth had to bear.

The other ten English colonies. Ten other English colonies were established in America before all of them banded together and separated from England. Some were established by companies, like Virginia; some were established by church congregations, like Massachusetts; and some were established by proprietors, like Maryland.

North Carolina and South Carolina were started in 1662 by a small company somewhat like the one that settled Virginia. The company sent out settlers from England, but some settlers also moved from Virginia. For this reason Virginia is sometimes called the mother of the southern colonies. Like the Virginians, the Carolina settlers had the right to elect their own legislatures and make their own laws.

Rhode Island and Connecticut were settled by dissatisfied church members from Massachusetts who wanted more land; and New Hampshire was established in much the same way. All three of these colonies received some settlers directly from England.

New York was first settled by Dutch colonists from Holland. The governor of the colony bought Manhattan Island from the Indians for about fifty dollars. Today Manhattan Island is probably the most valuable piece of land of its size in the world. It contains the heart of New York City, the largest city in America. In 1664 England captured the Dutch settlement dur-

ing a war with Holland and when the war was over did not give it back. The territory included New Jersey. Two Presidents of the United States have traced their families to these early Dutch settlers of New York, Martin Van Buren and Theodore Roosevelt.

William Penn established Pennsylvania in 1681 as a home for members of the Quaker church. But, like Baltimore, he allowed religious freedom to all who wanted to settle in his colony. Penn treated the Indians kindly and bought the land from them before dividing it among his settlers. For that reason the Pennsylvania settlers had no trouble with the Indians.

Penn controlled Delaware, and owned a large share of New Jersey. The settlers in all Penn's colonies made their own laws.

Georgia owed its settlement to General James Oglethorpe, a kind-hearted member of the English Parliament. Oglethorpe saw that the English laws were very harsh, and that many a man was sent to jail who was guilty of no real crime. Some men were kept in prison many years merely because they could not pay their debts. Oglethorpe believed that these unfortunate men would make good citizens if they could only get a fresh start.

Oglethorpe talked over his plans with the king of England, and the king allowed him to have some land in America upon which to make a settlement. Then Oglethorpe and some of his wealthy friends made up enough money to take a number of the unfortunate prisoners and other people to Georgia. Oglethorpe named his colony Georgia in honor of the king, George II, who let him have the land.

Oglethorpe had been a great soldier. He had fought in several wars in Europe, and was dearly loved by his old soldiers. Some of these soldiers begged to be taken



Instead of taking land from the Indians William Penn made a treaty with them, and bought the land for his settlement.

to Georgia, and the general took them. Many other settlers followed, and Georgia was soon a successful settlement. The first colonists arrived in Georgia in 1733. Georgia was the youngest and the last of the thirteen English colonies in America.

The growth of the English colonies. We have now followed the story of the settlement of thirteen English colonies in America. At first they were scattered

along the shore of the Atlantic Ocean from Georgia to New Hampshire. For a time the settlers hardly moved beyond the sight of salt water. But as the settlements grew stronger, white men pushed the Indians back and cleared farms far up the rivers toward the west. Soon they were climbing the Appalachian Mountains and looking over into the Ohio River Valley beyond the mountains.

The English colonists were very different from the Spanish colonists. They did not wander over vast regions hunting gold and precious stones. They settled down with their wives and children. They cleared farms, and built churches and schools. They came to America to stay. Many of the Spaniards wanted only to make their fortunes quickly and return to Spain.

These English colonists started out in the right way to win the race for America. Though they did not know it, they were beginning to build a nation, in the New World, the nation of the United States of America.

The Story of the Chapter

When the news spread that Columbus had found for Spain a short, easy way to the East by sailing west, the sailors of other countries became interested. John Cabot, an Italian living in England, sailed away to the west and discovered the coast of what is probably now Maine and Massachusetts. His voyage gave England a claim to this northern country in the same way that the voyages of Columbus and others gave Spain a claim to the South. England, however, did not get into the race for America for many years. Its bold sailors made war on Spain's treasure ships and captured much

gold and treasure, but for a long time Englishmen did not try to settle in America.

Sir Walter Raleigh made the first attempt to start an English settlement in America. He failed, but he started England in the race. In 1607 the London Company made a settlement at Jamestown, in Virginia. In 1620 the Pilgrims, leaving England so that they could follow their own religion, settled at Plymouth, in Massachusetts. Other settlements quickly followed, and Englishmen were soon in possession of all the Atlantic coast from Georgia to Maine.

Questions and Exercises

1. What is this chapter about?
2. What is meant by the statement that Cabot was the pathfinder for England? Tell the story of his voyage.
3. How did the English seamen get gold from Mexico and Peru when Spain claimed these lands?
4. Prepare to tell the story of Sir Francis Drake, the boldest of all the Sea Dogs.
5. What was Raleigh's plan for gaining a foothold in America? What did he accomplish?
6. Why is the name of Captain John Smith important in the story of the settlement at Jamestown? What did he do for the first settlers? What had the London Company to do with the settlement at Jamestown?
7. What important services did these men give the Plymouth settlement — Squanto, Miles Standish, William Bradford, and William Brewster?
8. Why should Thanksgiving Day remind us of the Pilgrims?
9. In pantomime show the meeting on board the Mayflower at which the Pilgrims drew up the Mayflower Compact.
10. What conditions in England led to the settlement of Boston?
11. Tell why Maryland first began to be settled. What name do we connect with this colony? What name do you remember when you think of the beginning of Pennsylvania? Of Georgia?



12. Write a list of all the English colonies.

13. Choose two of the following subjects and tell a story about each: How Sir Walter Raleigh won the friendship of Queen Elizabeth. Why the Pilgrims left Holland. The settlement of Pennsylvania. The settlement of Georgia.

Map Work

1. Color an outline map showing the English settlements from Massachusetts to Georgia. 2. Show in a different color the country claimed by Spain. 3. Put on the map: Jamestown, Plymouth, Boston, Baltimore, Philadelphia, Charleston, New York, the Hudson River, the Potomac, the Mississippi. 4. On a wall map point to each of the thirteen states which have grown out of these colonies.

Dates to Remember

1607, the first permanent English settlement in America, at Jamestown in Virginia.

1620, the second permanent English colony in America at Plymouth, Massachusetts.



CHAPTER V

FRANCE IN THE RACE FOR AMERICA

France Takes the North

The third great nation enters the race for America. We come now to the story of the third great nation that started in the race to win America. This chapter is the story of France's race.

You remember that Columbus was on his way to see the king of France when Queen Isabella called him back and let him have the money to prove his belief that he could reach the East by sailing west. It is lucky that Columbus did not have to go to France. That country was so upset by quarrels and wars that it is doubtful whether the king would have had time to listen to him, and it is quite certain he would have had no money for such a voyage as Columbus planned.

Even after Columbus discovered the New World, and after John Cabot's voyage found for England the way to North America, it was many years before the French could give any thought to America. Even Cortés's conquest of Mexico and the rich streams of gold and silver that Montezuma's kingdom poured into the

treasure chests of Spain did not at once turn the eyes of France to the new land in the western hemisphere.

Jacques Cartier gives France a claim to the North.

The first Frenchman to explore any part of America was a daring sailor named Cartier (Cart-yea). His first name was Jacques, or, as we should say in English, James. He went up the St. Lawrence River as far as the present city of Montreal.

Cartier hoped that the St. Lawrence would turn out to be a canal or channel leading through the continent to the Pacific Ocean and China, for the people of Europe were still looking for a shorter and easier way to Marco Polo's East. The falls and rapids where Montreal now stands made him certain that the river would not take him to China, and so he turned back toward France.

Cartier claimed all the St. Lawrence Valley for his country, and carried home a shipload of valuable skins that he got from the Indians. Fur was harder to get than the gold and silver of Mexico and not quite so valuable, but there was enough of it in the forests and streams of the North to make a very rich prize for the king. But France was still torn by war and strife, and more than seventy years passed before another Frenchman was ready to carry on the work that Cartier began.

Champlain enlarges France's claims in America. In 1608, the year after the English settled Jamestown, a French explorer, Samuel Champlain (Sham-plane) sailed up the St. Lawrence River in search of a good place for a trading post. He chose the spot where the city of Quebec now stands, and, with the small band

of followers whom he had brought from France, started the first lasting French settlement on American soil.

Champlain was a great leader and got along well with the Indians of Canada. He lived among them for nearly twenty-five years. He explored the country far and wide. Lake Champlain, in northern New York, is named for him. When Champlain died, the French claimed the country as far west as Lake Ontario.

Before the date of Champlain's death English colonists were firmly settled in Virginia, Massachusetts, and Maryland; and the Spaniards had started a settlement at Santa Fé, New Mexico, in the territory explored by Coronado. The race of the three nations was on.

France Takes the West

Father Marquette explores the Mississippi. In 1666, two remarkable young Frenchmen arrived at Quebec. One was a Catholic priest, Father James Marquette. The other was a youth just out of college, Robert Cavalier de la Salle. They were now to take up the work which Champlain had started. They were to carry on France's race for America.

Father Marquette had come to do missionary work. He learned to speak six Indian languages, and had much success in teaching the Indians the Christian religion. La Salle went into the fur trading business, and his business took him, like Father Marquette, far into the Indian country and into the wigwams of many different tribes.

Very soon these two young Frenchmen heard Indian tales of a mighty river in the west, and each was anxious to explore it. Marquette wanted to spread the Chris-

tian religion among the Indian tribes that he had been told lived along this river. La Salle hoped that by exploring the river, he might find an easy way to China and other rich countries of the East. He thought the river might flow into the western ocean, the Pacific.



The Illinois Indians were friendly to Father Marquette when he showed them the peace pipe given him by their chief.

Marquette was the first to gain his wish. In the spring of 1673 he and a young French merchant from Quebec, named Louis Joliet (Jol-yea), started out to find the great river. They started from Father Marquette's camp at the northern end of Lake Michigan. They had two large birch-bark canoes with paddles and sails, and had with them five other Frenchmen to help

paddle the canoes. For food they took only a little corn and some smoked meat, for they expected to kill game on the way.

The friendly Indians around Father Marquette's camp tried to persuade him not to go. They said that the great river was filled with monsters which swallowed men and canoes together; and they had heard that cruel Indians lived on the banks of the river and killed all strangers who tried to pass them. But Father Marquette told them that he must go. He must carry the Christian religion to those cruel people.

The brave little party paddled across the upper part of Lake Michigan, down through Green Bay to the mouth of the Fox River, in what is now the state of Wisconsin. They went up this stream as far as they could go, and then dragged their boats overland to another river that flowed toward the south. This was the beautiful Wisconsin River, and down it they paddled to the Mississippi, for the Mississippi was the great river of which the Indians had told them.

The two little boats floated out on the broad current of the Mississippi on June 17, 1673. Father Marquette soon had reason to think that the Indian tales of monsters were true, for a giant fish struck one of the boats and almost crushed it, and from the banks of the river came the bellowing noise of buffalo herds feeding on the fresh grass of the prairies.

The travelers were ten days on the Mississippi before they came to an Indian village. Father Marquette and Joliet landed, and walked up to the village without being seen, but they did not go in. They stood outside and shouted as loud as they could. The Indians came

pouring out of their wigwams, and two old men advanced to meet them, holding above their heads peace pipes decorated with colored feathers. By this sign the Frenchmen knew that the Indians wanted peace.

Father Marquette was delighted to find that the Indians belonged to the Illinois tribe, for he knew the Illinois language and could talk to them. The chief of the village took the travelers to his own wigwam and made them spend a day and a night with him, entertaining them with speeches, feasting, songs, and dances. The next morning the whole village of six hundred Indians went down to the river to see the white men off and to say good-bye.

The chief of the Illinois gave Father Marquette one of the beautiful peace pipes, and told him that all the friends of the Illinois Indians would treat his party as friends when he showed them the pipe. It proved very useful in the rest of the journey. Whenever the Frenchmen saw Indians on the bank, they held up the pipe, and the Indians would let them land peacefully.

But Father Marquette was very cautious and took no chances of being surprised and captured. He wrote in his diary: "We make only a small fire on land, toward evening, to cook our meals. After supper we remove ourselves as far as possible from the fire. We pass the night in our canoes, which we anchor out in the river, at some distance from the shore. And always one of the party stays awake as a watchman, so that we may not be taken by a surprise attack."

The explorers passed the mouth of the muddy Missouri River, and then the blue Ohio. By now Father Marquette was sure that the Mississippi emptied

into the Gulf of Mexico and not into the western ocean. But he thought he might get to the western ocean, the Pacific, by going up the Missouri; and he wanted some day to explore it. On this trip, however, he must continue to explore the Mississippi.

For exactly thirty days the seven Frenchmen paddled and sailed their bark canoes down the swift, mighty river—from June 17 to July 17. At last they came to the mouth of the Arkansas River. De Soto, the Spaniard, had been there a hundred and thirty years before, but they did not know it. Should they go on, or turn back?

They wanted to go on to the mouth of the river, but they knew they would have to get back to the North before winter set in and the waters froze. They had no time to spare. So, after talking it over with Joliet, the good father gave the order to start back. On their return journey they probably passed over the ground where the great city of Chicago now stands.

Neither Father Marquette nor Joliet ever saw the Mississippi River again, but they took the French flag far toward the west and south in the race of the three nations for America. The next step was taken by Robert la Salle, the young college student who reached Canada the same year that Marquette began his missionary work among the Indians.

France Plans to Get All America

La Salle claims the Mississippi Valley for France.

La Salle was the greatest of all the French explorers in America. His first great work was to explore the Ohio River as far down as the present city of Louisville,

Kentucky. Then he spent many years traveling around the Great Lakes and paddling up the rivers of the territory which is now Ohio, Indiana, and Illinois. Everywhere he went he traded with the Indians and gathered much valuable information about the country.



La Salle sailing the first ship on the Great Lakes

La Salle wanted very much to explore the Mississippi River. He still hoped that it might lead to the western ocean and open the way to China. At last he had his wish. In February, 1682, a little fleet of bark canoes sailed out of Lake Michigan into the Chicago River, which flows through the present city of Chicago.

There were twenty-three white men, eighteen Indian warriors, ten squaws, and three Indian children in the

boats, and La Salle was in command. Under La Salle was his trusted lieutenant and friend, Henry Tonty. Tonty was known as "Tonty of the Iron Hand," because he had lost one of his hands in the wars in Europe, and wore an iron hand in its place.

On April 9, after many dangerous adventures, La Salle and his little party came to the mouth of the Mississippi. He had been two months on the way since leaving the place where Chicago now stands. Men can make the same journey now in a day and a half. At the mouth of the river he set up a cross, gave thanks to God for his help and protection, and then claimed the great Mississippi Valley for his king and France. He named the whole valley Louisiana in honor of the king of France, Louis the Fourteenth.

At the mouth of the Mississippi River a grand plan came to La Salle's mind. He knew that the Spaniards were settled in Mexico, south of him; and he knew that the English were on the Atlantic coast, far to the east. His plan was to build forts and make settlements up and down the Mississippi River and around the Great Lakes to Quebec on the St. Lawrence. Then France would have a line of settlements arranged in a sort of half circle, like a new moon, reaching all the way from the mouth of the Mississippi River to the mouth of the St. Lawrence.

With such a line of settlements, La Salle believed that France could hold the two great river valleys forever. Then, when the number of French settlers increased in the valleys, he thought they could make war on the English and Spanish colonies and win all America for France.

It was a grand plan, and a wise one; but La Salle needed the help of the king to carry it out. So he started back the way he had come, and a year later he was in the gay and splendid city of Paris, explaining his plan to the king. Louis the Fourteenth approved the plan and gave La Salle permission to start a colony at the mouth of the Mississippi. This colony was to be the first step in carrying out the plan. The forts up the river would be built later.

In February, 1685, La Salle landed on the coast of Texas, in Matagorda Bay, with nearly four hundred men and a few women and children. His ships had lost their way and missed the mouth of the Mississippi. The ships now sailed back to France.

La Salle built a fort, to protect his people from the Indians, and then set out to hunt for the Mississippi River. It was four hundred miles away, and he never found it. In 1687, after he had spent two years in Texas, some of his men treacherously shot him in the back. We do not know exactly where he was killed, but the place was not far from where the little city of Navasota, Texas, now stands.

So this great Frenchman died. He had carried the French flag from Canada to Texas in the race to win America, and had crossed more than a dozen states in what is now the United States.

Only a few of La Salle's men escaped from Texas. Some finally reached the Mississippi River, made boats, and went up to Tonty's fort in Illinois. The Spaniards captured eight or ten. All the rest of the unfortunate band either died of disease or were killed by Indians. The colony disappeared.

But La Salle's great plan was not forgotten when he died. A few years later other Frenchmen settled Mobile, Alabama. In 1718 they began New Orleans. They built Kaskaskia and Cahokia in Illinois, and Vincennes on



Madeleine Verchères, the brave little French girl, guarding a French fort against the Iroquois Indians.

the Wabash River in Indiana. They explored the Far North and the Far West. At that time it seemed that France was going to hold the very heart of America.

France's Plan Fails

Why France lost the race for America. But France lost the race, and we know now why it lost. Its settlers tried to spread too rapidly over too much ground. Too

few Frenchmen brought their wives and children to America. They did not clear farms and build homes and spread slowly and surely over the country. They wandered around from place to place, trading with the Indians. They wanted to get rich quickly and return to France. They were not like the English colonists on the Atlantic. Many really did not want to stay.

The next chapter tells the story of how England pushed the French out of America, but before turning to that chapter let us read the story of a brave French girl of this time.

The story of a brave little girl. Madeleine Verchères (Ver-share) was fourteen years old. She lived on her father's farm, a day's journey from Montreal. She had two brothers, ten and twelve years old. The farm was not very far from the Iroquois Indian country. The Iroquois hated the French settlers, and made war on them whenever they could. So Madeleine's father built a fort on his farm to protect the family in case of an Iroquois attack.

One day the father was in Quebec, and the mother had gone to Montreal. There were three old men in the fort, the oldest one over eighty. Suddenly shots rang out from the woods near by, and then fifty painted warriors dashed out, shouting their war cry and waving their guns and tomahawks.

Madeleine took command of the fort. She seized a rifle, put on a soldier's cap, put rifles in the hands of her brothers, and stationed the little boys and the three old men at loopholes in the walls. Then she fired the cannon to frighten the Indians and also to warn any French families that might be in the neighborhood.

Soon a white family appeared in the clearing near the fort. Madeleine opened the gate and let them in. The Indians feared the cannon and did not attack.

Now for six long days and nights Madeleine and her little company stood guard, half of them sleeping at a time. Every half hour they shouted from one to another, "All's well!" The Iroquois thought that the fort was full of soldiers, and did not attack. On the seventh day a lieutenant and forty men came from Montreal and put the Indians to flight.

When the lieutenant came into the fort, Madeleine saluted and said: "Sir, can you now relieve the guard? We've been on duty for a week."

If there had been more such girls in Canada, France might not have lost the race for America.

The Story of the Chapter

In 1608, the year after the English settlers landed at Jamestown, Virginia, French settlers began the settlement of what is now the very interesting city of Quebec. French explorers and missionaries usually got along well with the Indians, and very soon after starting the settlement at Quebec they began going westward, up the St. Lawrence River and around the Great Lakes. The missionaries taught the Indians the Christian religion, and the explorers trapped animals and bought fur from the Indians.

In 1673, a small party of Frenchmen, under the leadership of Father Marquette, explored the Mississippi River as far south as the mouth of the Arkansas River. Nine years later La Salle went down the river to its mouth and took possession of the whole Mississippi

Valley for France. La Salle formed a plan to build settlements along the Mississippi from its mouth to the Great Lakes, and then around the lakes and down the St. Lawrence River to Quebec. In that way he expected to hold the country for France. We shall see in the next chapter what came of this plan.

Questions and Exercises

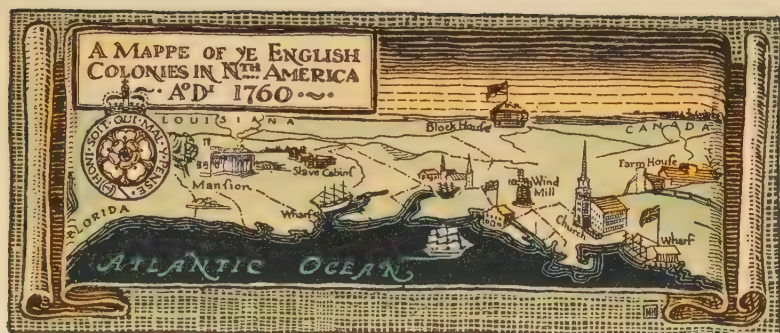
1. Choose two of the following stories and be ready to tell them before your class: Father Marquette's trip down the Mississippi. La Salle's trip down the Mississippi River. The death of La Salle.
2. What part of America did Cartier explore?
3. What city did Champlain start? Tell of Champlain's work among the Indians.
4. Imagine that you were one of Father Marquette's party and write a letter to your teacher describing the visit to the Illinois Indians. Tell how Father Marquette used the peace pipe that these Indians gave him.
5. How did La Salle plan to hold the Mississippi Valley for France?

Map Work

1. Color a map, showing the territory claimed by France in what is now the United States. 2. Add, in other colors, the territory claimed by Spain and by England. 3. Locate on the map: Quebec, Mobile, New Orleans, San Antonio, Jamestown, and Boston.

Date to Remember

1608, the founding of Quebec, the first lasting French settlement in America.



CHAPTER VI

ENGLAND PUTS FRANCE OUT OF THE RACE

France Gives England a Dare

France tries to finish La Salle's grand plan. In the chapter before this one, we studied La Salle's plan for building a sort of half circle of forts from the mouth of the Mississippi to the mouth of the St. Lawrence.

In the next sixty years after La Salle was murdered in Texas, France carried out the first part of his plan. It had forts at Mobile, New Orleans, Kaskaskia, Vincennes, Detroit, Niagara, Montreal, and Quebec. The second part of La Salle's plan was to draw in the line, to build more forts close in around the English colonies on the Atlantic coast, and so keep them from spreading toward the west.

In 1753 the king of France thought the time had come to carry out the second part of La Salle's plan. In that year the French built several forts on the Ohio River, not far from where the city of Pittsburgh, Pennsylvania, now is.

Young George Washington warns the French to get back. Now, the English colony of Virginia claimed the

land in the Ohio Valley, and when Governor Dinwiddie of Virginia heard that the French were building forts there, he sent a messenger to warn them away.

The governor's messenger was a youth of twenty who later became the greatest man in American history—George Washington. This trip to warn the French was his first important public service.

Washington was born in Virginia, February 22, 1732. His father, a well-to-do Virginia planter, died when George was only eleven years old, and the boy was reared by his mother and his older brothers. Even at eleven he was able to take care of himself. In school he was "good at figures," and at the early age of sixteen, when boys are now just finishing the high school, he was employed by Lord Fairfax to survey his vast lands in the western part of Virginia.

We have a portion of the diary that the young surveyor wrote by the light of his campfires. It tells us the number of acres that he surveyed each day; how he swam his horse across overflowing rivers; how he shot deer and wild turkeys; and of his meetings with Indians. One day he met thirty Indians coming from the warpath. They had one scalp. Washington gave them something to eat and drink, and afterward they showed him a war dance.

They built a great fire and seated themselves around it in a circle. The chief made a speech and then, Washington writes: "the best dancer jumped up, like a man just awakened from sleep, and ran and jumped about the ring in a most comical manner. He was followed by the rest." Their music was made by a rattle and a drum. The drum was a pot half full of water,

with a deer skin stretched over it. The rattle was a gourd with shot in it, "and a piece of horse's tail tied to it to make it look fine." One Indian kept rattling and another drumming all the while they were dancing.

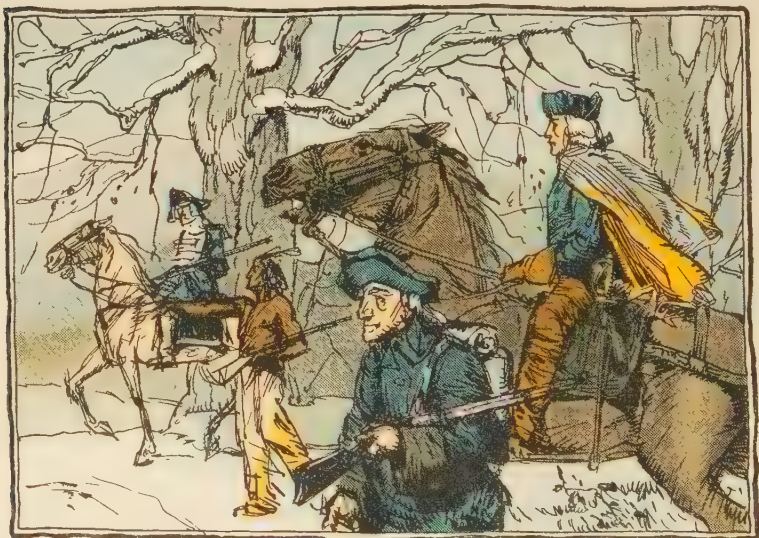
Although Washington was young in years when he carried Governor Dinwiddie's warning to the French, he was already wise in experience. He knew the Indians and the ways of the forest, and how to deal with the French. He was a fine looking young man. People would turn to look at him when he passed. He stood six feet two inches tall in his stocking feet, and was heavily and powerfully built. His eyes were blue gray, set wide apart; his forehead was broad and high; his mouth and nose were large; and his straight, thick hair was a dark, reddish brown. His face was scarred by smallpox; and his complexion was weather-beaten and sunburned from exposure in the open air.

The French commander received Washington with the greatest courtesy, but told him plainly that he would not withdraw from the Ohio. His refusal to go meant war. It was a dare to England to drive him out if it could, and the English government accepted the dare. It determined to drive out the French.

England Accepts the Dare and Drives France Out

The French and Indian War. The English government sent over from England General Edward Braddock with a regiment of its finest soldiers to drive out the French by force. In Virginia General Braddock added several hundred colonial soldiers to his regulars and appointed young Washington, now a lieutenant colonel of Virginia soldiers, to be one of his officers.

Braddock had no faith in the bravery of the Virginians. He did not believe that they would fight. In fact, he expected them to run away as soon as the battle



Young George Washington on his way from Virginia to the French fort near Pittsburgh.

opened, and to prevent this he divided them into small squads and scattered them among his English redcoats, so that his soldiers could watch them and keep them in line.

General Braddock would have done better to keep the Virginia soldiers separate and use them for scouts and guides. They knew much more about fighting the French and Indians than Braddock and his English soldiers knew.

Washington tried to tell General Braddock that the French and their Indian friends would fight in the

forest, hidden by brush and trees, and that the English soldiers must do the same. But the proud general would pay no attention to his young Virginia officer.



General Braddock's troops suddenly attacked by Indians

He let Washington understand that he had not come to America to learn from a country surveyor how to carry on war. Battles were not fought behind brush and trees in Europe, and he let the colonists know that he had no intention of fighting that way in America.

There is an old saying that pride goes before a fall. It was true in this case, and Braddock paid dearly for his pride. Suddenly, as the men marched along in

military line, they were mowed down by a hail of bullets and arrows. As Washington had foreseen, the French and Indians slipped from tree to tree, keeping always out of sight, and shot down the English soldiers like sheep in a pen. The English soldiers broke and ran; the Virginia soldiers took to the brush, and did what they could to save the battle.

General Braddock was killed. Washington had two horses shot under him and received four bullets through his coat while trying to stop the flight of the men, but it was all in vain. The battle was lost.

Washington was completely disgusted by the flight of the English. He wrote Governor Dinwiddie that the redcoats behaved like cowards. "They broke and ran," he said, "like sheep before hounds, and when we tried to stop them it was with as little success as if we had attempted to stop the wild bears of the mountains, or the rivulets with our feet." The truth of the matter, however, is that the soldiers were badly commanded. They did not have a good leader for the sort of fighting that had to be done in America.

The war which began with such terrible loss for the English in the wilds of western Virginia ended in victory four years later on the heights of Quebec. General James Wolfe was the brilliant young commander who led the English in the Battle of Quebec. When he was first ordered to America, some of his enemies who wished to deprive him of the honor of such an important command complained to the king that he was "mad." "Mad, is he?" King George replied. "Well, I hope he will bite some of my other generals so that they too, will become mad." The king knew that Wolfe would fight.

The French thought that Quebec could never be taken from the river front because it stands on a high bluff that rises almost straight from the river's edge. But Wolfe discovered a way up the bluff, and led his men to the top in the dead of night. When morning broke, the amazed Frenchmen found the English on the Plains of Abraham, before the city. A desperate battle followed.

Wolfe was fatally wounded at the moment of victory. When told that the French were running, he issued his last orders and lay back on the ground, murmuring: "Now, God be praised; I shall die in peace." Shortly afterwards Montcalm, the gallant French commander, was slain. The city was soon in the hands of the English.

The English captured Quebec in September, 1759, and the fighting in America ended soon after, but in Europe the war between England and France lasted four years longer. Finally the French had enough, and signed the Peace of Paris in 1763. They gave England Canada and all their territory east of the Mississippi River except New Orleans. The rest of their territory in America they gave to the king of Spain, who had helped them in the war against England.

The race for America reduced to two rivals. The Peace of Paris removed France from America, leaving in the race only two rivals, England and Spain. England now held all the territory east of the Mississippi River, except New Orleans, and all Canada north of the Great Lakes. Spain held New Orleans, all the land west of the great river, and southward through Mexico. La Salle's plan had failed.



The Story of the Chapter

After La Salle's tragic death in Texas, other bold Frenchmen tried to carry out his great plan for getting America for France. They made settlements at Mobile, at New Orleans, and up the Mississippi River and around the Great Lakes, as far as Quebec. Then they began to build forts on the Ohio River.

When the French began to settle on the Ohio River, the English settlers along the Atlantic coast became alarmed. The governor of Virginia sent young George Washington to warn the French soldiers to leave the Ohio country. The French refused to leave, and the English government determined to drive them out. A great war followed, known as the French and Indian War because the French soldiers were aided by Indian warriors. At first the war went against the English, but in the end the English won and the king of France agreed to give up all claim to land in America. The English took Canada and all the territory east of the Mississippi River, and France gave Spain all its territory west of the "Father of Waters."

Questions and Exercises

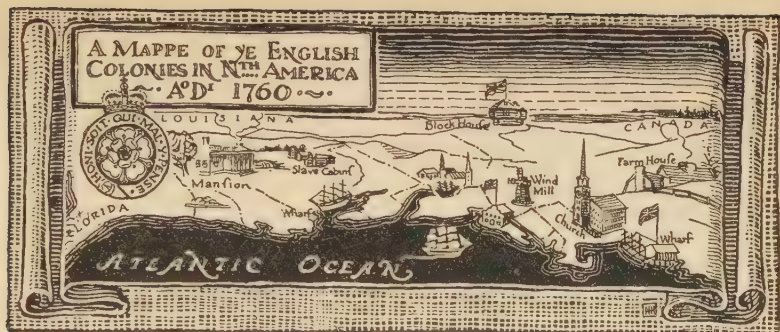
1. Choose one of the following stories and be ready to tell it before your class: The early life of George Washington. Braddock's defeat. The capture of Quebec by the English.
2. Why did the governor of Virginia warn the French to keep back? Name the governor's messenger and tell why he was chosen.
3. What part did George Washington play in the defeat of Braddock? How old was he then?
4. What do you know about the commanders in the Battle of Quebec? What did King George think of General Wolfe?
5. What part of the present United States did England get at the close of the French and Indian War?

Map Work

1. Locate on a map: Mobile, New Orleans, Kaskaskia, Vincennes, Detroit, Quebec, Pittsburgh. 2. Mark on an outline map, or show on a wall map, the position of the half circle of forts which the French built around the English settlements. 3. Make a map showing the territory claimed by England, by France, and by Spain before the French and Indian War. 4. Make another map showing the territory claimed by England and by Spain after the war.

Date to Remember

1763, when England put France out of the race for possession of America.



CHAPTER VII

HOW THE COLONISTS LIVED IN THE NORTH

Life in the New England Colonies

The houses. Plymouth, Massachusetts, Connecticut, Rhode Island, and New Hampshire were called the New England colonies. The first houses of the Plymouth Pilgrims were mere hovels, huts built of logs, with dirt floors, and covered with brush and straw. The cracks between the logs were filled with mud. The doors and windows were solid shutters without glass, and when they were closed the cabins were entirely dark, except for the light that came through the cracks.

These cabins were, of course, nothing but camps. The Pilgrims expected to use them for only a year or two. They contained little furniture. Chests and trunks in which the colonists brought their few belongings from Europe were used as seats. Stools were made by sawing off thin sections of a log and fixing peg legs in the slices thus formed. Tables and benches were made in the same way by splitting a log several feet long, smoothing the flat side with an axe, and fitting legs in the under

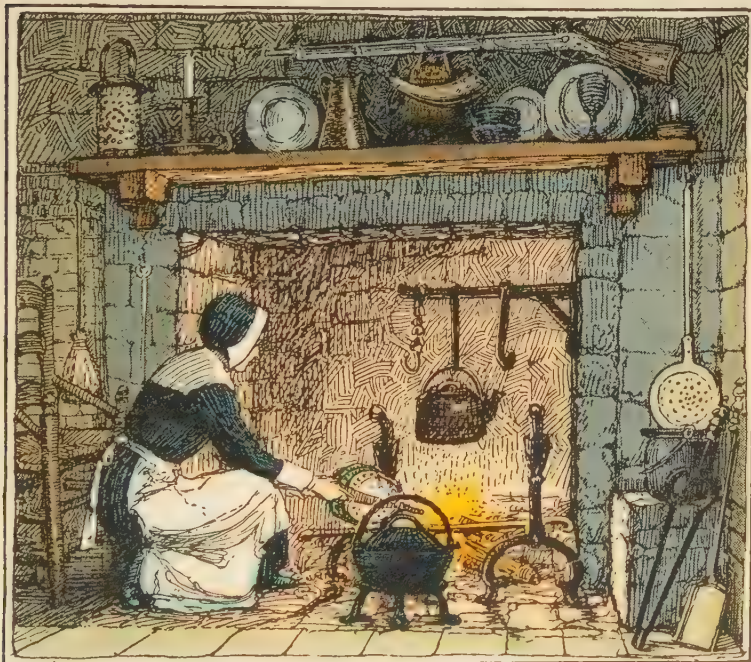
side. Bedsteads were simple frames of poles built into the corners of the rooms. It was impossible to heat such shacks. The roofs leaked, and sleet and snow blew through the cracks in the walls. No doubt much of the sickness of the Pilgrims during the first terrible winter at Plymouth was due to the fact that they were often wet and always cold.

After a time the settlers built better houses. Though many houses continued to be built of logs, they were larger and more comfortable. Boards took the place of the straw roofs, and oiled paper or thin skins were stretched over the windows to let in the light. Saw-mills, run by the swift rivers and creeks, were soon turning out lumber enough for the needs of the colonists. The houses continued to improve and to grow in size until a very beautiful style of building known as New England colonial architecture was developed.

These better houses were owned by well-to-do colonists who could afford to bring glass windows, rugs, carpets, curtains, and furniture from England. The furniture of the poorer homes, though much better than the rough furniture of the first Pilgrim camps, was made at home, and the floors were covered with rag carpets and with rugs made of corn shucks.

But even the finest houses were very uncomfortable in winter. Roaring fires in the huge fireplaces could not warm the large rooms. Warming pans were used to warm the beds in rooms that had no fires. These warming pans were brass or copper pans with close-fitting tops and long wooden handles. They were filled with glowing coals and moved back and forth between the sheets until the damp chill was removed.

The houses had none of the conveniences which our houses now have. Bathrooms were not dreamed of. The windows and doors were unscreened, and flies and mosquitoes swarmed everywhere. There were, of course, no telephones nor radios, no gas nor electric



The fireplace in a New England colonist's home not only warmed the large kitchen but furnished heat for the cooking of food as well.

lights. Whale-oil lamps, tallow candles made at home, and pine-knots were the only means that people had of lighting the houses.

The kitchen was the room in which the family spent most of their time when in the house. There was always a cheerful fire blazing in the huge kitchen fireplace,

and it was the most comfortable room in the house. All the cooking was done in the fireplace. There were no stoves. Cranes and pothooks swung from the mantel and from the sides of the fireplace, and the housewife could swing pots and kettles over the fire and boil pork and vegetables while the bread was baking below in cast-iron pans, or ovens, covered with hot ashes and coals. The spinning wheel stood in the corner, and dried apples, onions, and peppers strung on twine hung in long loops from the ceiling. The long rifle, which was part of the necessary furniture of every house, rested on deer horns over the mantel. Beside it were cow-horns filled with powder and shot.

Here in the warm kitchen the children gathered after supper in the long winter evenings to pop corn and tell stories, and here the father read the Bible and said the evening prayers.

How the colonists made a living. For the first few years after they came to America all the Pilgrim settlers were farmers. Food was their first need, and every new day brought its own hard struggle for enough to eat. In the short summer months corn, beans, and pumpkins must be grown on the thin, rocky soil, or the family would starve. At other seasons land must be cleared, wood chopped, fences built, and the cabin made larger and more comfortable. Everything needed to be done at once, and everybody had to do everything for himself. There was no labor to be hired.

When the number of settlers increased, it was possible for some of them to do other work. The waters of the ocean were still alive with fish, as in the days when Cabot reported that he could dip them up in baskets,

so fishing became a paying business. Others turned to storekeeping. Every village had its shoemaker and its carpenter. And the blacksmith was an important man in every settlement.

The women and girls did the work of the house, tending to the children, working the garden, cooking, churning, spinning, weaving, sewing, and knitting. The boys did the chores, chopping wood, keeping up the fires, feeding the animals; and, as soon as they were large enough, working with their fathers in the field or on the fishing boat.

Slavery. Slaves were not needed on the small rocky farms in New England, but a few well-to-do families owned and used slaves for servants. Many families had white servants whom they had helped to come to America by paying their fare across the Atlantic and who had to work for them to repay the amount of the fare. Most of the slaves were negroes, brought from Africa or the Spanish West Indies, but some of them were Indians.

The following advertisement from a New Jersey paper shows that the Indians did not take kindly to the life of slavery:

"On the eighteenth of September, there ran away from Thomas Hill of Salem an Indian man named Pompey. He is of medium height, is about thirty years old, and his face is scarred by smallpox. He wears a yellow coat with horn buttons, a linen shirt, and a pair of white yarn stockings. Pompey took with him a little black pacing horse, branded on the side with the letters 'H.M.' Whoever takes up this Indian and brings him to his master shall receive a suitable reward."

Sports and amusements. Life for the Pilgrims and other New England people was mostly work and little play. They did not think it right to take much time for



A New England farmer with his ox team plowing, after he had cleared the land of trees and stones.

pleasure. Their religion discouraged gaiety and good times. The grown-ups hunted bear and deer for meat, and wolves and foxes for sport. Sometimes all the people of a community gathered in a neighbor's barn and helped him shuck his corn; sometimes the women met at quilting parties and gossiped while making quilts. People enjoyed these meetings, which brought old and young together, and after the work was done they talked and ate, played games and sang hymns.

The boys and young men got much enjoyment from wrestling, running races, and jumping. One of the most common games was to see who could cover the greatest



A husking bee.

distance in three hops or in a hop, skip, and jump. Skating was a popular winter sport, and, from the accounts in old newspapers, it was not without danger. Reports of skaters breaking through the ice and drowning are frequent. Fishing, hunting, and trapping were no doubt a part of every country boy's life, as they are now. Marbles became the fashion about the middle of the eighteenth century. A few toys were brought in

from Europe and sold to the children of the rich, but the only dolls that any of the children had were made of rags at home. Every child rode horseback almost from babyhood, but as this was a part of their everyday life they did not think it sport.

The greatest pleasure of the grown people was to attend church twice on Sundays and once on week days in the evening and listen to long sermons.

The children, too, were taken to "meeting," as these church services were called. The women and girls sat on one side of the church and the men on the other. The boys sat in the gallery, or balcony, where a stern old man kept his eye on them and rapped them on the head with a long stick when they nodded or misbehaved. The churches were not heated in winter, and it must have been very tiresome to the children to sit quietly through the long sermons which they could not understand.

Benjamin Franklin was born in 1706, and the story of his early life, which he tells himself, shows that boys were very much the same two hundred years ago as they are today. He says:

"I was the youngest son of my father, Josiah Franklin, and was born in Boston, New England. My father had in all seventeen children. I remember thirteen sitting at once at his table.

"I was sent to school at eight years of age. My father intended to make me a minister of the church. I must have learned to read very early, as I do not remember when I could not read. Later my father sent me to a school for writing and arithmetic. I learned good writing pretty soon, but I failed in the arithmetic.

At ten years of age my father took me home to help him in his business.

"My father was a candle maker and soap boiler. He put me at work cutting wick for the candles, filling the candle moulds with tallow, keeping the shop, and going on errands. I disliked the business. I wanted to go to sea; but my father declared against it.

"Living near the water, I was much in and about it. I learned early to swim well and to manage boats. And when in a boat or canoe with other boys, I was generally allowed to manage things, especially in any case of danger.

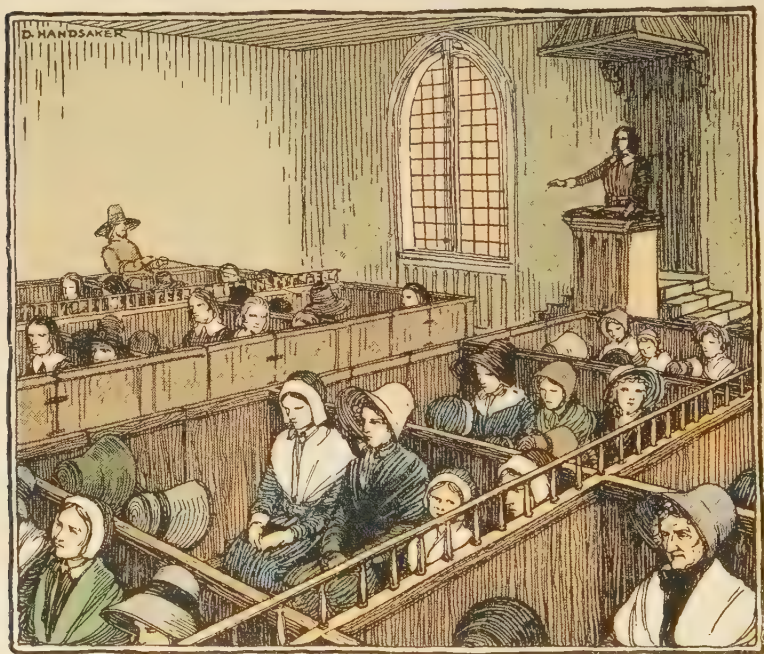
"I was generally a leader among the boys. Sometimes I led them into scrapes. I will tell of one such time.

"There was a salt marsh on one side of the mill pond. On the edge of this, at high water, we used to stand to fish for minnows. By much trampling we had made it very soft and muddy. My plan was to build a wharf there for us to stand upon and I showed my comrades a large heap of stones which were intended for a new house near the marsh. These would very well suit our purpose.

"So, in the evening, when the workmen were gone, I gathered together a number of my playfellows. We worked very hard, just like so many ants. Sometimes two or three of us were needed to carry out one stone. Finally we brought them all away and built our little wharf.

"The next morning the workmen were surprised at missing the stones. They began to ask who moved them. They found us out and made complaint. Several

of us were punished by our fathers. And although I said for excuse that it was a useful kind of work, my father convinced me that nothing was useful which was not honest.

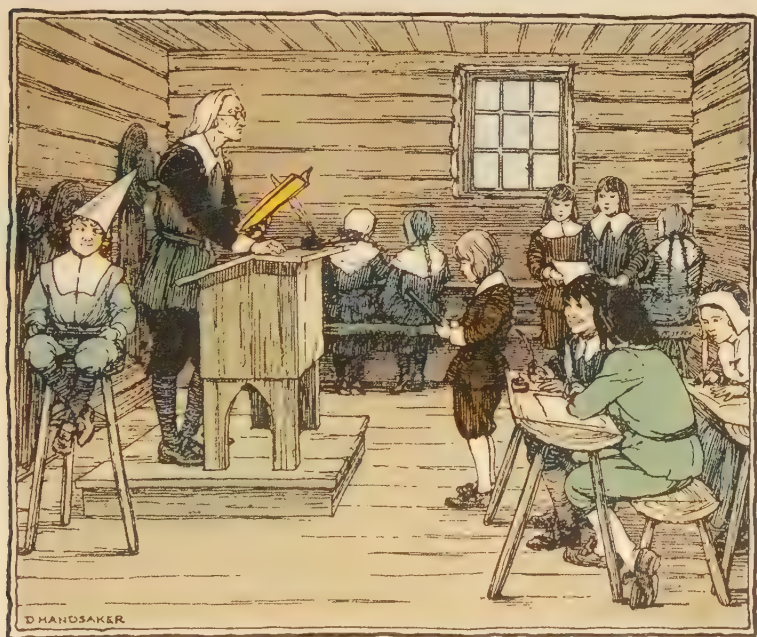


In many New England colonial churches the people sat in box pews.

"From a child I was always fond of reading, and all the little money that came into my hands was laid out in books. My father's little library was chiefly religious books, most of which I read.

"My liking for books at last caused my father to make me a printer. I now had a chance to read better books. Knowing the boys who worked for booksellers, I could sometimes borrow a small book which I was

careful to return clean. Often I sat up in my room reading the greater part of the night, when the book was borrowed in the evening and had to be returned early in the morning.”*



A New England school in colonial days.

Colonial schools. The settlers knew the value of education. They believed that children, to become good citizens, must be educated.

In the primary schools little was taught but reading, writing, arithmetic, and the catechism, or questions on religion. School was kept six days in the week, beginning at seven or eight in the morning and closing at four

*This and the quotations on pages 114, 115, 118, 126, and 127 are adapted from A. B. Hart, *Source Readers in American History*, No. 1, The Macmillan Co.

or five in the afternoon, with recess for lunch from eleven o'clock to one. But the boys and girls really had to go to school on Sundays, too, because on Mondays the teacher called all the classes together and examined them on what they had learned at Sunday school the day before.

The teachers were strict and often whipped the pupils for very slight offenses. One of the old rules of a school in Massachusetts, said: "The rod of correction is a rule of God, necessary sometimes to be used upon children. The schoolmaster shall have full power to punish all or any of his scholars, no matter who they are. No parent or other person living in the place shall hinder the master in this."

A man who attended such a school in childhood wrote an interesting story after he grew up of how he was whipped by the teacher because another boy would not learn his lesson. He says:

"I, John Barnard, was born at Boston, November 6, 1681. My parents were very religious and kind hearted. In the spring of my eighth year I was sent to the grammar school.

"My teacher was the aged and famous Mr. Ezekiel Cheever. I have many interesting memories of him. He placed me in the lowest class, but finding that I soon read through my books, he put me, after a few weeks, in a higher class, and the next year made me the head of it.

"Although my teacher put me in a higher class, I was a very naughty boy, much given to play. So at last he said before all the class: 'You, Barnard, I know you can do well enough if you will. But you are so full of

play that you hinder your classmates from getting their lessons. Therefore if any of them cannot say their lessons I shall correct you for it.'

"One unlucky day, one of my classmates did not look into the book, so he could not say his lesson, although I had once and again told him to mind his book. Therefore, my teacher beat me. I told the teacher that the reason why the boy could not say his lesson was his saying that he would beat me if any of the class could not do their part in lessons. Ever since he said that, this boy would not look into his book, though I had told him to mind his book, as the class could prove.

"The boy was pleased with my being punished and kept on failing in his lessons. For this I was still punished, and so for several days. I thought in justice I ought to punish the boy, and make him do better.

"So, after school was done, I went up to him and told him I had been beaten several times for his failures. I told him that since the teacher would not punish him I would, and I should do so as often as I was punished for him. Then I drubbed him well. The boy never came to school any more. And so that unfortunate matter ended."

The books used in the elementary schools in those days were very different from our readers and story-books with their beautiful pictures. Children learned to read and spell from the *New England Primer* and the *Catechism*. Arithmetic was taught by problems given out by the teacher. Sometimes the pages were cut from books and fastened between thin, transparent sheets of cow horn, just as we now put glass over pictures in frames. By this means the pages were saved

from wear and tear, and at the same time one book furnished reading matter for several classes. A page between horn covers like this was called a horn book.

Massachusetts took steps to establish a college in 1636, and two years later the Reverend John Harvard left his library and half his property to the college. This was the beginning of Harvard University, the oldest university in the United States. Yale University, in Connecticut, was begun in 1731.

Life in the Middle Colonies

The houses. New York, New Jersey, Pennsylvania, and Delaware were called the Middle Colonies, because they were between the New England Colonies in the North and the Southern Colonies in the South.

When the English got possession of New York and New Jersey in 1664, the land was already settled by the Dutch, who lived in comfortable houses, built of lumber and brick. William Penn's settlers in Pennsylvania and Delaware built good, strong houses of wood, brick, and stone, and never had to bear the hardship and suffering that afflicted the first settlers of Virginia and Massachusetts.

The better houses were furnished much like the well-to-do homes in New England, with chests of drawers, tables, chairs, and beds brought from England, but in the houses of the poor the furniture was homemade by the carpenters and cabinetmakers of the colony.

As in New England and in the Southern Colonies, a spinning wheel and a loom were to be found in every house for making the clothing that the colonists wore.

How the colonists made a living. Most of the settlers in the Middle Colonies were farmers. They raised tobacco and food crops such as grain, potatoes, and vegetables. The tobacco they shipped to England; the foodstuffs they used at home or shipped to New England and the West Indies. There was some fur trapping in the frontier settlements, and a great deal of trading with the Indians. You remember that the Pennsylvania settlers lived on friendly terms with the Indians.

Philadelphia, which means the "city of brotherly love," grew more rapidly than any other town in America. Before it was fifteen years old it had twelve thousand people in it. Boston at that time (1700) had been settled seventy years and had only seven thousand. At the same time New York had five thousand. Ships came up the Delaware River to the very doors of the Philadelphia warehouses, and the merchants traded not only with England and the other colonies, but with Barbados and other islands of the West Indies.

Slavery. There were very few slaves in the Middle Colonies. The small farmers, gardeners, and merchants had no work for them to do. Besides, most of the settlers of Pennsylvania, Delaware, and New Jersey belonged to the Quaker Church, and Quakers did not think slavery right.

But there were many servants in the Middle Colonies known as "redemptioners." These redemptioners were poor people whose passage to America was paid by the colonists. They worked for the colonists until the passage money was repaid, or "redeemed." Usually

they worked for their masters five years. Then they got land for themselves, and most of them made good citizens.

Schools and amusements. Like the Puritans, the settlers in the Middle Colonies thought education very important. The University of Pennsylvania was begun in 1740; a little later Princeton University, was begun in New Jersey, and then Columbia University in New York City.

The elementary schools were much like the New England schools. A boy who went to school in Philadelphia tells the following story:

"When I was about eight years old, my parents decided to send me to school at the academy. I was accordingly introduced by my father to Mr. Kinnersley, the teacher of English. The task of the younger boys was to learn to read and to write; and one day in the week, I think Friday, was set apart for the recitation of poetry and prose.

"For this purpose, each scholar, in his turn, went up on the stage and said his speech.

"A few days after I had been put under the care of Mr. Kinnersley, I was told by my classmates that I must fight a battle with some one. I found that the place of battle was fixed, and that a certain John Appowen, a lad who was larger and older than myself, though not quite so tall, was to fight me.

"A combat immediately began between Appowen and myself, which for some time was carried on fiercely by each of us. Finally Appowen knocked the breath out of me and won the fight. Then we shook hands and became good friends."

The Story of the Chapter

The Pilgrims from England who first settled at Plymouth suffered many hardships and dangers, but they had come to America to be able to worship God in the way they thought right, and they were determined to stay. At first their houses were very uncomfortable and the furniture in them was made roughly by hand. Their churches were bare and uncomfortable, too, without glass in the windows or fires to keep them warm in winter, but the Pilgrims always went to church on Sunday in spite of cold or of danger from the Indians. At first these early settlers made a bare living by farming and fishing, but as more and more people came from England, times grew better and some began to trade and to carry freight in their ships to England and to the other colonies, especially to the West Indies. Then they built better homes and better churches and began to send their children to school. In the Middle Colonies, which were settled later, the colonists lived much more comfortably than did the first poor Pilgrims of Plymouth.

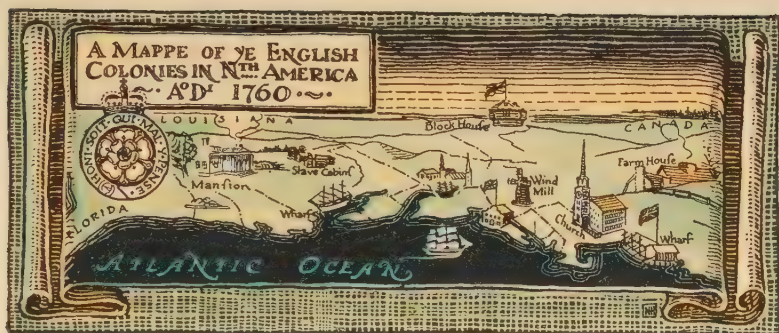
Questions and Exercises

1. Tell what you have learned about the homemade furniture of the first colonists in America. How was a kitchen usually furnished? How were the houses lighted?
2. What did the early settlers do for a living? What did the boys and girls do? How did the people find pleasure and entertainment? What games did the children play?
3. What books did the early colonial children study? What was a horn book?
4. Looking at a map, what reasons can you think of that caused New York and Philadelphia to become large cities? Are oceans

and rivers as important to cities now? Give reasons for your answer.

5. Do you think boys and girls enjoy life more now than in colonial days? Why?

6. Choose two of the following subjects and be ready to tell stories about them: Why the Pilgrims came to America. The boyhood of Benjamin Franklin. School life in New England and in the Middle Colonies.



CHAPTER VIII

HOW THE COLONISTS LIVED IN THE SOUTH

The houses. The southern colonies were Maryland, Virginia, North Carolina, South Carolina, and Georgia. The first houses at Jamestown, like those at Plymouth, were little better than shelters or pens, built of logs. They were covered with boards, and had the cracks between the logs filled with mud. The chimneys were built of sticks and covered with mud inside and out to keep them from burning.

As time passed, the settlers built larger houses. To their first one-room cabins they added other rooms, halls, and porches. In the South the porches were called verandas or galleries.

These large southern houses were all very much alike. If a farmer wanted a two-room house, he built two log pens with a hall between them, and covered all with the same roof. Then he added a long veranda or gallery, running the whole length of the house in front. If he wanted more room, he added "shed rooms" at the back, one room on each side of the hall.

No early southern farmhouse was complete without a pack of dogs which slept in the hall and on the veranda. Saddles, bridles, and farm harness hung from wooden pegs fixed in the walls of the hall and porch.

Inside these log houses the furniture was much like that in early New England. The floor was sometimes carpeted with deer skins and bear skins. The chairs were homemade, with rawhide bottoms. The hairy side of the hide was turned out and made a sort of cushion to sit on. Tables and bedsteads were made of plain lumber, and there was no effort to make them beautiful. The rifle, powderhorn, and shot horn hung on pegs or deer horns over the door; and the spinning wheel stood in the corner. No house was without its rifle and spinning wheel. The cooking was done at the fireplace in one of the shed rooms, or in a separate cabin joined to the main house by a platform which was usually called the "passage."

As more and more people became well-to-do in the South, the log houses gave place in towns and on the great plantations to fine mansions, large two-story houses of lumber or brick, with wide verandas and beautiful pillars, or columns, in front. George Washington's home at Mount Vernon is a fine example of one of these great colonial mansions. The style of such buildings is known as southern colonial architecture.

The owners of these fine homes bought their furniture in Europe, and spent a great deal of money to make their houses comfortable; but southern mansions, too, like the New England houses, lacked bathtubs, screens, and modern lights. They were large and airy, but our own simpler homes are much more comfortable now.

The life that went on in and around these wealthy plantation homes was happy and gay. At daylight in the winter months a negro boy made great wood fires in the bedrooms, while other servants were milking the cows and feeding the horses. Breakfast was at eight. Then the master mounted his horse and made the rounds of the plantation, setting the negroes to work at the different tasks that must always go on—plowing, mending fences, digging drainage ditches, splitting rails, chopping wood, and killing hogs and curing meat. Or perhaps the master gathered his hounds and rode off to join the neighbors in a fox hunt.

In the meantime, the mistress was giving her daily orders to the house servants and making her daily visit to the negro “quarters”—the cabins where the negroes lived.

The children in such homes were taught by teachers who lived in the house, and their lessons began right after breakfast. After dinner, which was served at two o'clock, they had music lessons and dancing lessons.

Here is a description of the end of the day in one of the great houses: “Half after eight we were rung in to supper. The room was well lighted and splendid, four very large candles burned on the table where we supped, three others in different parts of the room; a gay, sociable party; and four well trained waiters! So soon as we rose from supper, the company gathered round the fire and played games. Here we had great fun, but the party broke up by ten and we all retired to our rooms.”

How the people made a living. Nearly everybody in the South made his living in some way or other from

farming. The principal crops raised for sale were tobacco and rice, which were shipped to England. But every man, whether he was a poor backwoods farmer or a great planter, owner of thousands of acres of land and master of a hundred slaves, must raise food for his own people and for his work animals. So grain and potatoes and beans were a steady crop for winter food. Vegetables were grown in spring and summer. And everybody tried to raise enough hogs to supply meat for his family and servants.

Of course there were doctors and lawyers and preachers and merchants, but many of these owned farms, which they rented, and some worked on the farms themselves or directed the work of their slaves. Most of the work of carpenters, blacksmiths, and brick masons in the South was done by slaves.

Slavery. There were many more slaves in the South than in the New England or the Middle Colonies. The first negro slaves in the English settlements were brought to Virginia by a Dutch ship in 1619, the same year that the Virginia settlers were given the right to elect their legislature and govern themselves.

As some of the tobacco and rice plantations became very large, planters worked the land by slave labor. But there were really very few of the planters wealthy enough to own slaves. Most of the colonists did their own work and helped one another.

There were many white servants in the South, as in New England and the Middle Colonies, working to pay back the cost of their fare across the Atlantic. When they had worked out their fare they were given small farms in the backwoods.

Southern schools. The College of William and Mary was established at Williamsburg, Virginia, in 1692, and, next to Harvard University, is the oldest college in the United States. But there were fewer schools than in the New England Colonies and the Middle Colonies.



It was a great day when a ship came in, bringing letters from friends in England, and traders with fine goods and trinkets for sale.

One reason for the small number of schools was that homes in the South were very far apart. In New England and in the Middle Colonies, the colonists generally settled in villages, and each village kept up a school. But in the South, settlement was made up of large plantations along the river banks and small farms in the backwoods. The plantation owners kept teachers

in their own fine homes to teach their children, or sent the children to school in England. The backwoods farmers lived too far apart, or were too poor to keep up a school. The result was that, while the South had some of the best educated men in America, many of the poor people could not read and write.

A teacher who lived in one of the great Virginia plantation houses described his work in a diary which he kept. He says:

"Monday, November 1. We began school. The school consists of eight pupils: two of Mr. Carter's sons, one nephew, and five daughters. The eldest son is studying Latin. The second is studying English grammar, reading English books, and studying arithmetic. The nephew is reading and writing and studying arithmetic. The eldest daughter is reading in a magazine, writing, and beginning arithmetic. The second is reading now out of the spelling book, and beginning to write. The next is reading in the spelling book. The fourth is spelling in the beginning of the spelling book. And the last is beginning to learn the alphabet.

"In the morning so soon as it is light, a negro boy knocks at my door to make a fire. After the fire is kindled, I rise, which now in winter is usually at seven o'clock or a little after. By the time I am dressed the children enter the schoolroom, which is under the room I sleep in. I hear one lesson from each. Then the bell rings for eight o'clock. The children go out, and at half after eight the bell rings for breakfast. After breakfast, about half after nine, we go into school and sit till twelve. Then the bell rings and they go out for noon. After dinner is over, which, when we have no company, is about half

after three, we go into school and sit till the bell rings at five, when the children are free till the next morning.

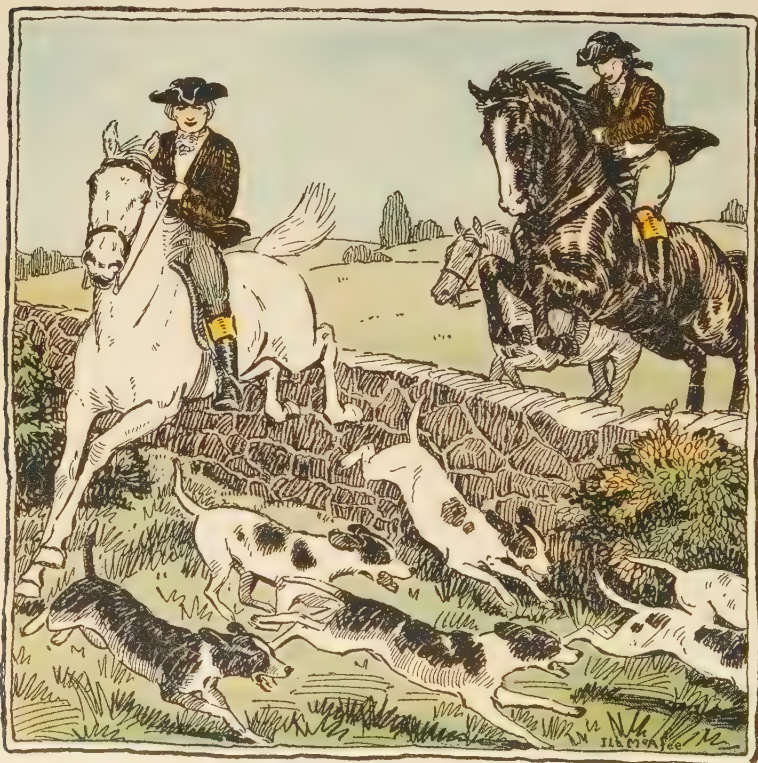
"Saturday, December 18. Mr. Goodlet was barred out of his school last Monday by his scholars, for Christmas holidays; but my scholars are of a more quiet nature, and have consented to have four or five days now, and to have their full holiday in May next."

Sports and amusements. The greatest sport of the men and boys in the South was hunting. The men gathered in parties and hunted bear and deer and foxes with great packs of dogs, sometimes as many as fifty dogs altogether. The boys hunted rabbits, squirrels, 'possums, and coons. Usually an old negro went along with the boys, especially when they hunted 'possums and coons, for they hunted those at night.

The grown people, both men and women, were very fond of dancing and of going to horse races. The races were held at the largest town in each county, and the most fashionable ball of the year was given by the governor and his wife at the capital. All the fashionable people in the colony were invited to the governor's ball, and everybody wanted to go.

The party dresses of both men and women would look very strange to us, if we could look in at one of these governor's balls. The men wore long coats and knee breeches made of velvet or satin, ruffled shirts trimmed with the finest lace, long silk stockings, and low shoes with silver buckles. They wore their hair long, tied in a queue or braid at the back, and sprinkled with powder to make it white. The women's dresses had very tight waists and very long skirts, and the skirts were worn over hoops which made them stand out like balloons.

Southern houses were built on high ground near the rivers and bays, and the boys never tired of the sport of swimming, fishing, rowing, and paddling their canoes.

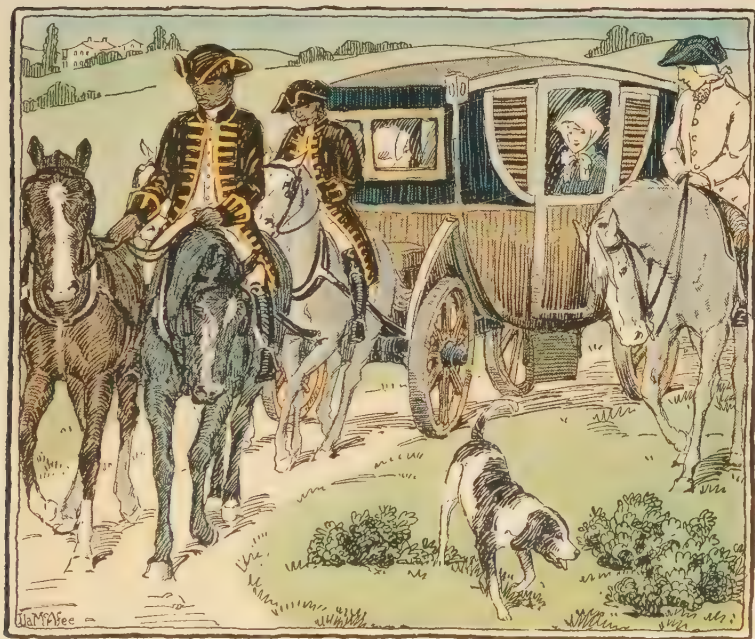


Fox hunting was a favorite sport in the Southern Colonies.

Bad roads make travel difficult and uncomfortable. There were few roads in any of the colonies, and fewer in the South than in the New England and the Middle Colonies. All of the roads were bad.

Though the well-to-do planters owned coaches or carriages, which were driven by proud negro coachmen

and drawn by four or six horses, these heavy carriages were mainly for show. They were polished up for the governor's ball, and were sometimes used when the



A southern planter's coach and four

mistress went calling in town. But for short trips people traveled on horseback, and on long journeys they traveled as much as they could by water. The planter boarded his boat at his own wharf on the plantation and was rowed down to the mouth of the river by slaves. There he took a sailing vessel for Baltimore, Philadelphia, or London.

In the Middle Colonies and in New England, traveling was not much easier. The first public stagecoach began

to run between New York and Philadelphia in 1756, and the trip took two days, going from five o'clock in the morning until nine or ten at night. In rainy weather the passengers often had to put their shoulders to the wheel to get the coach out of mudholes. Today the fastest trains make the trip from New York to Philadelphia in two hours, passing under the Hudson River through a tunnel.

Mail was everywhere slow and uncertain. There were no newspapers until the middle of the eighteenth century; and letters were generally carried by travelers. Sometimes one traveler would carry a letter part of the way toward its address and leave it at an inn to be picked up by another traveler going farther in the right direction weeks or months later. When a very important letter had to be written, two or three copies were made and sent by different hands to be sure that at least one copy would arrive.

Because mail was so slow and travelers were so few, people knew very little about what was going on outside their own neighborhoods. The arrival of a stranger at the village hotel or at the blacksmith's shop always brought people crowding around to ask him the news of the places that he had passed through.

A story is told of Benjamin Franklin which shows how eager the people were for news. It shows also that they sometimes asked impolite questions. Franklin traveled a good deal when he was a young man, and, according to the story, he sometimes grew tired of answering questions; so he made it a practice to say when he arrived at an inn: "My name is Benjamin Franklin. I was born at Boston, am a printer by pro-

fession, am traveling to Philadelphia, shall have to return next month, and have no news. Now what can you give me for dinner?" The story is probably not true, for Franklin liked to talk too well to shut off conversation with such a blunt speech.

One important result of bad roads and little travel was to keep the people of the different colonies from getting acquainted with one another. In the next chapter we shall learn how a quarrel with the mother country, England, brought the leading men of all the colonies together. They got acquainted, learned to know and to trust one another, and finally united the thirteen English colonies into the United States of America.

The Story of the Chapter

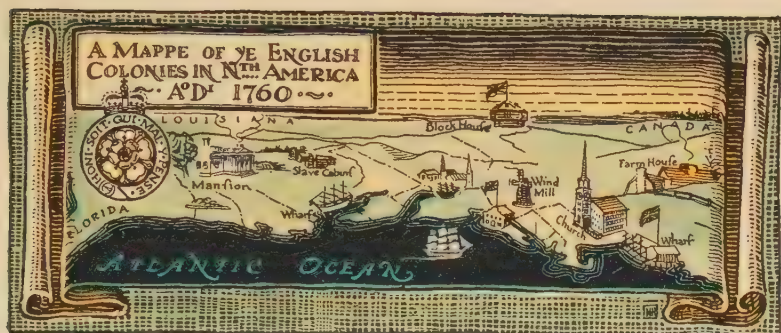
The first settlers at Jamestown lived in rough log cabins and suffered terribly from hunger, sickness, and attacks by Indians; but in a few years the worst hardships were over. For a long time nearly all the people continued to live in log houses, furnished with home-made furniture, but the houses were larger and more comfortable than the first little huts had been. As time passed, and some of the settlers grew rich, they built beautiful mansions of lumber and brick and brought fine furniture from England.

In those early days nearly everybody in the Southern Colonies made their living by farming. The rich planters shipped tobacco and rice to England and bought things there that they could not get in America. Most of the work on the great plantations was done by slaves, and the planters and their families lived gay and happy

lives, but the poor farmers in the backwoods often had a hard time getting a bare living. There were few schools in the Southern Colonies, but the planters had teachers in their homes.

Questions and Exercises

1. How did the southern colonist change the kind of house in which he lived, as his family and his income grew?
2. Draw a picture of a southern settler's two-room log house. Picture a bench made of a split log with straight sticks for legs, and a chair made from plain boards.
3. Imagine you are going to build a house such as the southern settlers built. Tell how you would do this.
4. Imagine you are a young boy visiting your grandfather who lives on a great plantation. Tell of the life of the people about you.
5. Write a brief description of a fine plantation mansion. Make a list of comforts and conveniences common in our homes now that were unknown in those mansions.
6. How did most men make a living in the South in early colonial times? Why did they keep so many slaves?
7. How were children of the South at that time educated? How did the people of those times travel and how did they get news?



CHAPTER IX

THE QUARREL BETWEEN ENGLAND AND THE COLONIES

How The Quarrel Began

We learned in Chapter VI how England and her American colonies put France out of the race for the New World. The war with France cost a great deal of money and left England deeply in debt, because the government had had to borrow money to carry on the war.

The king and the English legislature (which is called Parliament) took the position that the American colonists ought to help pay the debt, because, as they said, the war had been fought to help the Americans.

The colonists were willing enough to help pay the English debt, but they objected to the ways in which the king and Parliament tried to collect money from them. A very bitter family quarrel grew up between the colonists on one side and the English government on the other. Finally the colonists became so angry and dissatisfied that they decided to break away from England and set up a new nation, the United States of America.

We must now have the story of the quarrel between England and the colonies which ended by making the United States an independent nation.

There were two main causes for the quarrel: First, the English government tried to make the colonists do all their trading in England, so that English merchants could make a profit out of them. Second, the government tried to tax the colonists.

England Compels the Colonists to Trade with England

The trade laws. It was the idea of the king and members of Parliament that all colonies ought to be managed for the good of the home country, and for that purpose Parliament passed laws saying that the colonists must do their trading in England.

If they shipped their tobacco and rice and timber and fur across the ocean, they must send them to England. If they wished to buy European goods, they must buy them in England. They could not, for example, ship their goods directly to France and Holland and buy French and Dutch goods in return, but must handle the whole business through an English merchant. In this way much of the profit of American trade went into the pockets of English merchants and made England rich.

This was not all. In order to compel the colonists to buy goods in England, Parliament passed laws forbidding the people of one colony to sell certain manufactured goods to the people of the other colonies. For example, if the people of Massachusetts made more woolen cloth or more beaver hats than they could use, they must not sell what they did not need to their

neighbors in Pennsylvania or Virginia, but must ship the goods to England. If a Virginia gentleman wanted a beaver hat from Boston, he must send to London for it and pay the freight twice across the Atlantic.

The law forbade the colonists to make and sell tools and other things that are made of iron. They could only mine the iron ore, send it to England to be made into tools, and then buy the tools from England.

The effect of these trade laws, you see, was to make the colonists buy and sell goods in England. Sometimes they did not get as good a price for their goods in England as they might have got in France or in Holland. So they lost money. Sometimes they had to pay more for what they bought in England than they would have had to pay in other places. So they lost again.

The trade laws were very annoying, but the colonists did not complain until the king and Parliament tried to tax them against their will.

England Tries to Tax the Colonists

The stamp tax. The first effort of the English government to tax the colonists took the form of a stamp tax. Parliament passed a law which required the colonists to buy stamps from officers of the government and put them on legal papers and on various articles that they bought and sold—just as we have to put stamps on letters.

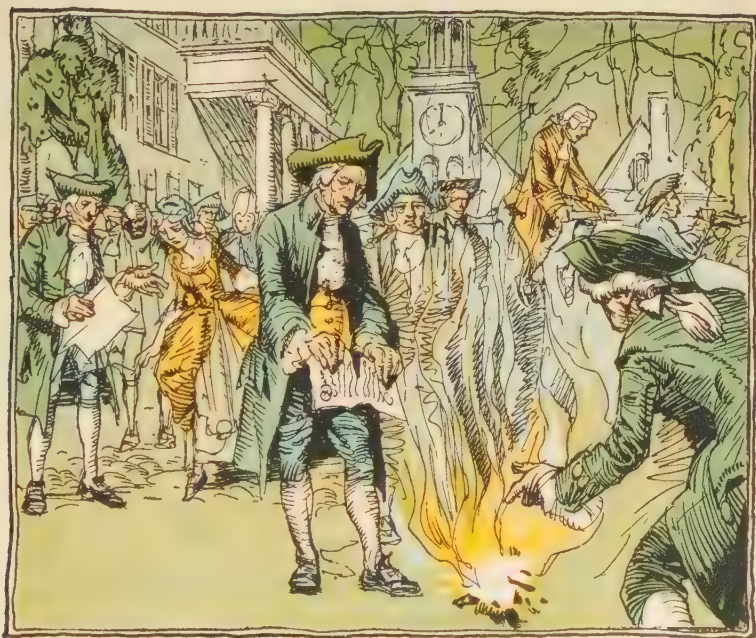
Some of the things that must be stamped were: deeds, wills, playing cards, newspapers, almanacs, and advertisements printed in newspapers. For example, when a man sold a piece of land, he must give the buyer a paper called a deed, and this deed was not good unless

it had a stamp on it. Or, if a man wrote his will telling what he wanted done with his property after he died, it was not good unless it was stamped.

The colonists did not object to paying part of the cost of the war against France; but they did object to being taxed by Parliament, because there were no American members in Parliament to help make the laws. They said that the proper way to handle the matter was for the king to ask them for a gift; then each colony would pass a law requiring its citizens to pay whatever might be necessary to make up the gift that the king wanted. They declared that since there were no Americans in Parliament to represent them, they would not allow Parliament to tax them. From this time on, "No Taxation without Representation" became the American motto.

King George III was a stubborn man who had a very high opinion of his own importance and power. From the time that he was a little boy his mother had repeated into his ears one sentence over and over again: "Be King, George; be King!" And he grew up determined to follow her advice. He was a good man, but he was a little stupid, and he was very stubborn. We sometimes say that a man is as "stubborn as a mule." That is the sort of man that King George was. It did not seem to him a kingly thing to beg gifts from the American colonists. The king should not have to pass the hat and take what the backwoods Americans chose to give him. Parliament should simply pass a law and have them pay what the government needed. That is what King George thought. Therefore the stamp tax was passed.

What would the colonists do? For a time they seemed dazed, and not to know what to do. Then they decided to call a Stamp Act Congress at New York, where the leading men of all the colonies could



Everyone hated the Stamp Act. These colonists broke into the house of the British Stamp officer and rode him on a rail, and burned up all his stamps.

meet and help to decide on a plan. So twenty-seven of the leading men of America met in October, 1765, and for nearly two weeks discussed what they should do. In the end, they decided to ask Parliament to repeal the law, that is, to pass another law doing away with the Stamp Act.

But England was already shipping the stamps to America and appointing officers to sell them. Even if Parliament was willing to do what the Stamp Act Congress asked, it would take weeks and months to carry the colonists' message by a slow sailing ship to England, to get the law repealed, and then to send that news back to America. And, in the meantime, the tax would have gone into effect, and the people would have been made to buy the stamps.

The people took the law into their own hands. They sent committees to the stamp officers in every town and asked them to resign their positions and not sell the stamps. If they refused, a mob visited them the next night and rode them on a rail; broke into their houses, smashed their furniture; and sometimes found and destroyed the stamps. When the time came for the stamps to be used, not a stamp was to be had in all America.

When the request of the Americans for the repeal of the Stamp Act reached Parliament, it caused a great debate. William Pitt, one of the wisest statesmen that England has ever had, took the side of the colonists. He said that Parliament had the right to pass laws for the Americans, but that it did not have the right to put its hand into their pockets and take their money. Therefore, he said, Parliament ought to repeal the stamp tax.

Colonel Isaac Barré (Bar-ray) was another member of Parliament who spoke for the colonists. He had fought side by side with them in the French war and knew them. He declared that they had already paid more than their share of the cost of the war by fur-

nishing men and provisions for the army. He called them "Sons of Liberty." They owed England nothing, he said, but England owed them much for settling America and bringing it under the English flag.

While the debate was going on, a committee made up of members of Parliament had a talk with Benjamin Franklin. Franklin was in London looking after the interests of the colony of Pennsylvania. He told the committee plainly that the colonists would never pay the stamp tax, and that Parliament might just as well stop trying to get money from them in that way.

In the end, Parliament did repeal the stamp tax. There seemed to be nothing else to do. The colonists had refused to buy the stamps, and Franklin said that they never would buy them.

The colonists had won. But Parliament did not take its defeat in good humor. It did not show itself to be what we call a good loser. It passed a law saying that it still had the right to tax the colonists whenever it pleased. The Americans paid no attention to this law. They thought it merely showed that Parliament was in a bad temper and wanted to have the last word. They were willing for it to have the last word and talk as much as it pleased so long as it did not try to tax them without their consent.

Two American Leaders against England

Two men in America played a leading part in working against the Stamp Act. One was James Otis of Massachusetts and the other was Patrick Henry of Virginia.

James Otis of Massachusetts. Otis was born in 1725, so he was forty years old when the stamp tax

quarrel began. He was a man of good education, a graduate of Harvard College, a lawyer, and a fine speaker. He was a member of the Massachusetts legislature when Parliament passed the stamp tax, and it was he who took the lead in calling the Stamp Act Congress.

Otis made many speeches and wrote against the right of Parliament to tax the colonists. He did much to stir up the people, and encouraged them to refuse to pay the tax. He was greatly admired by the colonists for his bold stand against the king and Parliament; but naturally he was disliked by the English. In 1769 he got into a quarrel with some English army officers in Boston, and one of them struck him over the head with a sword. He was severely injured by the blow and finally became insane from the effects of it.

Patrick Henry of Virginia. Patrick Henry was eleven years younger than Otis. He was born in Virginia, in 1736, and spent his boyhood on a farm near Richmond. Until he was ten years old he went to the country school near his home and learned reading, writing, and some arithmetic. After that age his father kept him out of school and taught him Latin and history.

When he grew up, he failed as a farmer and as a storekeeper, but was a brilliant success as a lawyer. He first attracted attention by a speech in one of his law cases in which he hinted that George III was a tyrant. This speech made him tremendously popular, and two years later his neighbors sent him to the Virginia legislature.

Patrick Henry had just taken his seat in the legislature when news arrived that Parliament had passed the

Stamp Act. He believed that Parliament had no right to tax the colonists, and he persuaded the legislature to adopt a strong statement against the Stamp Act. The statement was published in the newspapers, and led the Americans to take up their motto of "No Taxation without Representation."

Patrick Henry served in the legislature of Virginia for eleven years, and was five times elected governor of Virginia.

Henry made the most famous speech of his life in 1775. The quarrel with England had been going on for fifteen years, and Henry was tired of so much talk. He felt certain that war would soon break out, and he wanted to raise the Virginia soldiers to be ready for it. Some of his friends did not want to raise the soldiers. They hoped that they could still keep out of war. In reply to them Henry blazed out in one of the most thrilling speeches ever heard:

"If we wish to be free," he said, "we must fight. There is no retreat but in submission and slavery! Our chains are already forged! Their clanking may be heard on the plains of Boston! The war is certain to come—and let it come. Why stand we here idle? Is life so dear or peace so sweet, as to be purchased at the price of chains and slavery? Forbid it, Almighty God! I know not what course others may take, but as for me, give me liberty or give me death!"

England Keeps On Trying to Tax the Colonies

The tax on trade. Hardly had the stamp tax been repealed, when Parliament tried to tax the colonists in another way. It passed a law requiring them to pay a

tax on the goods that they bought in England. Thus, one law forced them to buy their goods in England and another taxed them every time they did it.

The colonists were terribly angry, and said that they would not stand such injustice. Again they declared that Parliament had no right to tax them; and said that they would buy nothing at all in England until Parliament withdrew the law. When the English merchants saw that they were about to lose all the American trade on account of the tax law, they were greatly alarmed and begged Parliament to repeal the law, which it did—all except the tax on tea.

Again the colonists had won. But Parliament made a great mistake when it tried to keep the tax on tea. It kept the tax on tea just to show its power; and the colonists refused to pay the tax simply to show that their motto meant what it said, "No Taxation without Representation!"

The Boston Tea Party. In December, 1773, many ships carrying tea arrived in America. At Charleston, Philadelphia, and New York the people refused to use the tea, returned it, or stored it in damp cellars to rot. At Boston the people asked the governor to send the tea back to England, but he refused. Then, led by Samuel Adams, a large party of men disguised as Indians, in war paint and feathers, boarded the ships, with tomahawks waving, and dumped three hundred and forty-two chests of tea overboard into the bay. That settled the tea tax.

But now George III was thoroughly angry, and insisted that Boston must be punished and the tea paid for. So Parliament passed one law taking from the

people of Massachusetts much of their freedom to govern themselves; and another law closing the port of Boston to all trade. The king sent troops to Boston under General Thomas Gage to enforce the laws. Gage



The people of Boston did not like having King George's soldiers marching up and down their streets.

was a stubborn, imprudent man, who disliked the colonists, and trouble was sure to follow his arrival.

The Americans Prepare for War

Samuel Adams comes to the front in New England. Samuel Adams was born in Boston in 1722. He was a little older than Otis, and, like him, was a graduate of Harvard College, and a lawyer. But he failed at law

and at several other occupations. For nine years he was tax collector of Boston and a member of the Massachusetts legislature.

But Samuel Adams was a great politician; he was a mixer, and a leader of the people. He probably knew

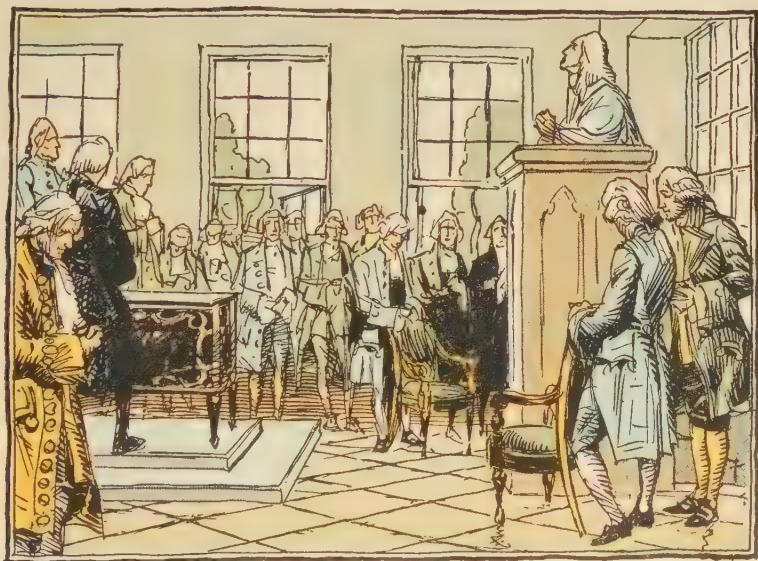


The Boston Tea Party. When Parliament insisted on keeping the tax on tea, and three ships of tea arrived in Boston harbor, colonists disguised as Indians boarded the ships and threw all the tea overboard.

every man in Boston, and called most of them by their first names. Therefore he was popular. Like Patrick Henry in Virginia, he was often elected to the legisla-

ture, and had great power in the Boston town meetings.

Adams saw that the greatest difficulty about getting the people to resist the harsh laws of the king and Parliament was to keep them informed of what was going on. As we have seen, the roads were bad, newspapers



A prayer at the First Continental Congress which met at Philadelphia.

were scarce, mail was irregular, and there was little travel. It took a day's hard travel on horseback or coach to go a distance which a fast train today covers easily in an hour. How could the people of Boston know what was going on in other towns? To meet this difficulty, Adams formed a Committee of Correspondence in Boston to write to the neighboring towns. The Committee sent its letters by special messengers.

Soon other towns in Massachusetts followed the example of Boston and appointed committees of their own. Then the Committees of Correspondence spread to all the other colonies, from Massachusetts to Georgia.

The Committees of Correspondence were Samuel Adams's most useful service to the American Revolution. It was by means of these committees that the people were united and prepared for war against England.

The First Continental Congress. When news of the king's intention to punish Boston reached America, it seemed to the colonists that another meeting, like the Stamp Act Congress, was necessary to decide what they should do. Again Samuel Adams took the lead, and his Committees of Correspondence spread the call for the First Continental Congress. In answer to the call the Congress met at Philadelphia on September 5, 1774.

The First Continental Congress was made up of the greatest men in America. The Congress begged the king for the repeal of the harsh laws against Boston. The truth is that the colonists did not want war with England and hoped that the government would decide to treat them fairly. But they were disappointed. The king and Parliament refused the petition of the First Continental Congress; and the members of the Congress had hardly reached their homes after the meeting at Philadelphia before General Gage began the war in Massachusetts.

In the next chapter we shall see how the war led to the beginning of the United States.

The Story of the Chapter

England tried to get money from the colonists in America by making them trade only in England and by taxing them. The colonists believed that England had no right to tax them and refused to pay the taxes. Finally, Parliament gave up all the taxes except the tax on tea. King George, who was a very stubborn man, wanted to collect a small tax on every pound of tea that the colonists used, just to show that England had the right and the power to tax them. But some of the colonists were as stubborn as King George about the tea tax. They determined not to pay it.

One night some prominent men of Boston disguised themselves as Indians, went on board some tea ships in the harbor, and threw all the tea into the bay. The king now determined to punish Boston and make it pay for the tea.

James Otis, Patrick Henry, and Samuel Adams took the lead in getting the people in all the colonies to stand by Boston.

Questions and Exercises

1. Why did the people of England wish to compel the colonists in America to buy all the goods they needed in England? Why did the colonists object?
2. Why did the English government claim the right to collect taxes from the colonists? Many of the colonists agreed that they should help to pay the expenses of the war with the French; then why did they object to the taxes?
3. What was the tea tax? Why did the English remove other taxes and retain that one?
4. What two famous Englishmen took the side of the colonists in the quarrel? Name two colonists who led the fight against the

taxes. What is the meaning of the motto, "No Taxation without Representation"?

5. Why should Samuel Adams be remembered? If necessary review part of Chapter VIII and prepare to tell why the Committees of Correspondence were important.

6. Why was the First Continental Congress called? What did it do? Did the colonists want to go to war with England?

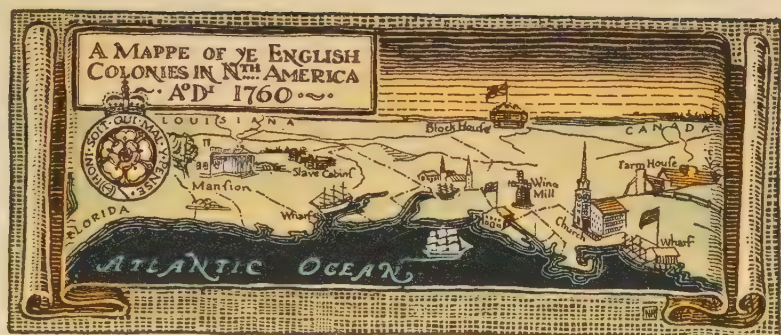
7. Imagine you are a colonist who has just returned from the Boston Tea Party. Describe to some member of your family what happened.

8. Write a short paragraph telling of the work of one of these men during the American Revolution: James Otis. Patrick Henry. Samuel Adams.

9. Imagine you are a colonist talking to a neighbor about the Stamp Act. Tell why you are opposed to the tax.

Date to Remember

1774, the First Continental Congress, the union of the American Colonies.



CHAPTER X

THE WAR FOR INDEPENDENCE

General Washington Takes Command

General Gage tries to disarm the colonists. While the quarrel of the colonists with the king and Parliament was bringing them nearer and nearer to blows, General Thomas Gage was in command of the king's troops in Boston. The British soldiers numbered five thousand. General Gage saw that war might soon begin, and determined to disarm the colonists before the fighting started so that they would have no guns and cannon and powder and balls to use against his soldiers.

The first shot. General Gage learned that the colonists were collecting muskets and ammunition and storing them at Concord, some twenty miles from Boston. At midnight on April 18, 1775, he ordered eight hundred soldiers to march to Concord and seize the guns and the powder and balls.

General Gage expected to take the Americans by surprise, but watchful patriots in Boston learned his plans, and Paul Revere rode swiftly through the night, knocking on farmhouse doors and warning settlers

along the way that the soldiers were coming. The sleepy-eyed farmers hurriedly dressed, seized their rifles, and set off in the chilly darkness to join their neighbors and try to stop the redcoats, as the English soldiers were called, before they could get to Concord.

Henry Wadsworth Longfellow made Paul Revere's ride the subject of a thrilling poem:

"A hurry of hoofs in a village street,
A shape in the moonlight, a bulk in the dark,
And beneath, from the pebbles, in passing, a spark
By a steed flying fearless and fleet.

* * * *

So through the night rode Paul Revere;
And so through the night went his cry of alarm,

* * * *

A cry of defiance and not of fear,
A voice in the darkness, a knock at the door,
And a word that shall echo forevermore!"

At daybreak on the morning of April 19 the English soldiers found their path barred by sixty armed colonists at Lexington. To this day it is not known whether the English or the Americans fired first. When the firing was over and the smoke had cleared away, eight Americans were dead and ten were wounded.

The English soldiers went on to Concord and seized some ammunition that the colonists had not had time to hide. They were now twenty miles from Boston. News of the fight at Lexington had spread like wild-fire, and from every rock, fence, and tree angry colonists mowed down the worn-out English soldiers, whose bright red coats made an easy target.

When the roll was called in Boston, two hundred and seventy-three of General Gage's men were missing. The colonists lost ninety-three.

Almost exactly two months later (on June 17) the English lost more than a thousand men in the Battle of Bunker Hill. General Gage had written King George that the Americans were afraid to fight. He knew better now. He knew that they would fight.

All that the Americans now needed was a commander, and he was at hand.

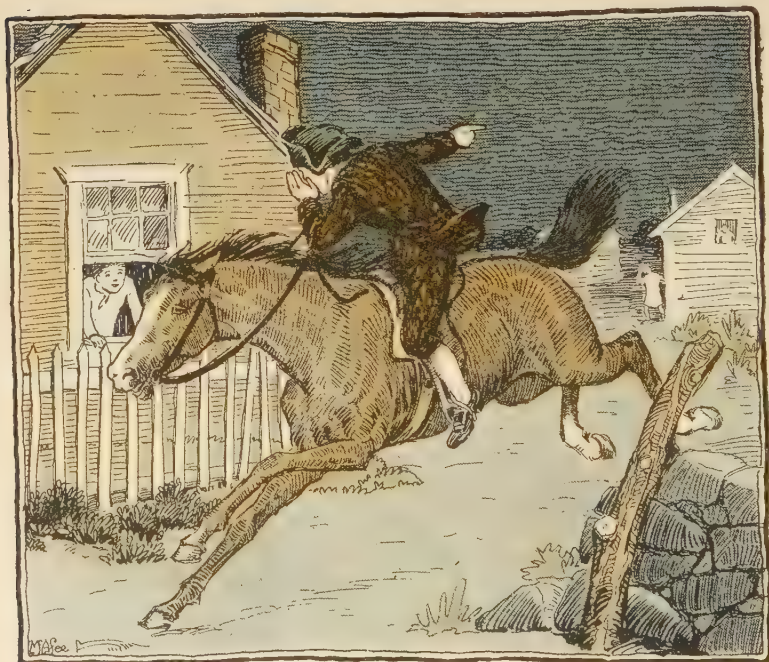
General Washington to the front. On June 15, 1775, the Second Continental Congress, at Philadelphia, elected George Washington commander in chief of the American army.

Twenty years had passed since the young Virginia colonel had had his coat shot full of holes while trying to save Braddock's terrified soldiers from the French and Indians. Washington was now forty-two years old. He was one of the richest men in America. From his brother he had inherited the fine estate of Mt. Vernon, and, when he married Mrs. Martha Custis, he had got other plantations and many slaves.

Washington's great wealth did not keep him from being deeply interested in the affairs of his country, and even before the war began, his fame was spread through all the thirteen colonies. He was a man of actions, not words. While the quarrel with the mother country was going on, James Otis and Patrick Henry and Samuel Adams were the leaders. They have been called the "pen fighters" of the Revolution. This statement means that by their writings and their eloquent speeches they stirred the people to resist the stamp tax

and the tax on tea. Now the sword must take the place of the pen, and George Washington stepped to the front.

John Adams, a member of the Congress from Massachusetts, suggested Washington for the office of commander in chief. He said that there was but one



Paul Revere warned everybody along the road from Boston that the British soldiers were coming.

man in all America for the place, and that Washington was the man. Washington accepted the office because he thought that it was his duty to do so. He told Congress that he would take no salary for his service, but that he would keep an exact account of his expenses and that Congress should pay him only what he spent.



Washington took command of the army at Cambridge, Massachusetts, on July 3, 1775, under a famous elm tree near Harvard College. In March of the next year he forced the English army to give up Boston and leave New England.

The Declaration of Independence. The colonists now faced the question: "What are we fighting for? Are we fighting for our rights as Englishmen, or are we trying to break away from England forever?" The colonists had been proud of England and proud of their English blood. For more than a year after the fighting at Lexington and Concord and Bunker Hill they continued to hope that the king and Parliament would offer them peace on terms that they could accept. But month followed month and the war went on. Finally, on July 4, 1776, they gave up hope of making up with England, and Congress adopted the Declaration of Independence, the most famous document in American history.

Congress had appointed a committee of five men to write the Declaration of Independence. The five were John Adams of Massachusetts, Benjamin Franklin of Pennsylvania, Roger Sherman of Connecticut, Robert R. Livingston of New York, and Thomas Jefferson of Virginia.

John Adams was a cousin of Samuel Adams. His father was a farmer, and he grew up on a farm near Boston. He graduated at Harvard College when he was twenty years old, and then began the study of law. He was successful as a lawyer but did not work long at his profession. He spent most of his life in government service. We have already seen him nominating Wash-

ington to be commander in chief of the American army, and shall meet him often in the pages of this book. He became the second President of the United States.

Franklin we have already met. You remember the story of his boyhood as told by himself (pages 110–113). He was now a wise old man of seventy. He had spent the past ten years in London looking after the interests of the colonies and trying to persuade the English government to treat the Americans fairly. He was now certain that peace was no longer possible, and strongly favored the Declaration of Independence. We shall have more of his story at the end of this chapter (pages 170–173).

Sherman was a judge in Connecticut, but during his early life he had been a shoemaker. . He studied at home and educated himself. He was well educated, but sometimes used incorrect grammar and pretended to be an ignorant man, except when sitting as a judge in court. In court he was very dignified and correct in his speech.

Livingston was the youngest member of the committee on the Declaration of Independence, only thirty years old. He belonged to one of the richest families in New York, and was a graduate of what is now Columbia University in New York City. He was called home on business before the members of Congress signed the Declaration of Independence, so that you do not find his name among the signers. We shall meet him again in this book, however, and see how he used his money to help build the first steamboat used in the world.

Jefferson, the Virginia member of the committee, was a young man like Livingston, only thirty-three years old. He was a graduate of William and Mary

College in Virginia. He took Washington's place in Congress when Washington was elected to command the army. For six years before taking Washington's place

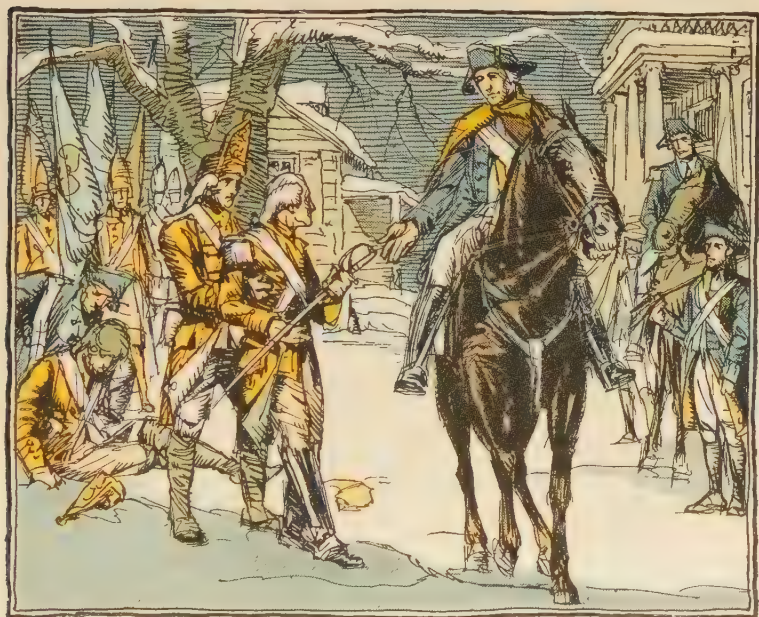


A committee of the Continental Congress was chosen to write the message to England and the world that the thirteen American settlements were no longer English colonies but independent states. This message was the Declaration of Independence.

he had been a member of the Virginia legislature with Patrick Henry. He was a poor speaker, and never made a speech when he could help it, but he was a great writer.

Because of his remarkable skill and ability as a writer, the other members of the committee asked Jefferson to write the Declaration of Independence. He did so.

Jefferson became the third President of the United States, and served for two terms. We shall learn much more about him in the remaining pages of this book.



The British general's surrender to Washington at Trenton

In the Declaration of Independence Jefferson first wrote a list of the abuses that the king and Parliament were guilty of in their treatment of the colonists. A king who would permit such abuses, he said, was a tyrant, and was "unfit to be the ruler of a free people."

In voting the Declaration of Independence Congress declared that the colonists should no longer be ruled by England. From now on they were to be citizens of the United States of America.

All the members of Congress who were present signed the Declaration of Independence. John Hancock of Massachusetts was president of the Congress and signed first, in a bold, large hand which he grimly remarked King George could read "without his spectacles."

The Americans now knew for what they were fighting. They were fighting for independence. But could they win it? The answer to that question depended on Washington and the friendship of France.

Washington wins the Battle of Trenton. After driving the British from Boston, Washington moved southward down to New York. From there he crossed the Hudson River and retreated across New Jersey into Pennsylvania. The English followed in high glee, thinking that the end of the war was in sight. Many Americans, too, thought the war was nearly over and were in despair, when Washington cleverly turned the tables on the enemy and proved himself one of the great generals of history.

Crossing the Delaware River in storm and sleet on Christmas night, 1776, he captured a thousand men at Trenton, with the loss of only four of his own soldiers, two of whom froze to death. Before they entered the town, General Sullivan sent Washington word that the guns of his men were wet. Washington sent back the grim message: "Use the bayonet, for the town must be taken!"

A week later Washington surprised and defeated another force at Princeton. The English soldiers were beginning to call Washington the "Old Fox," and they knew by now that he was dangerous.

After Washington's victories at Trenton and Princeton, the English commander withdrew his army to

New York. Washington followed as far as the Hudson, and the two armies spent the winter watching each other from opposite sides of the broad river.

Washington spends a terrible winter at Valley Forge. Next summer the game began again. Washington moved southward from the Hudson to Philadelphia, but his army was too small to hold the city. General Howe, the English commander, came on and pushed him out. The English soldiers spent the winter of 1777–1778 in the comfortable city, while Washington and his men starved and froze in camp, twenty miles away, at Valley Forge.

This winter was the most desperate time of the war. Congress had no money to pay the soldiers; it could not even supply them with food and clothing. But Washington held the army together. The men built log huts to protect themselves from the cold, Washington somehow managed to feed them, and Baron Frederick von Steuben, a German nobleman who came to help the Americans, drilled them until they were excellent soldiers.

The next spring (1778) the Americans were better fighters than they had ever been before. Their strength was due in part to the confidence that von Steuben's drilling had given the men, and in part to three events which had happened which raised their spirits high. The three events were these:

1. In October, 1777, an English army under General John Burgoyne was captured by an American force at Saratoga, on the upper Hudson.

2. In February, 1778, the powerful French nation made a friendly alliance with the United States, and

joined in the war against England. Though the end of the war was still far off, the Americans now felt certain that they would win. The French were a great help.



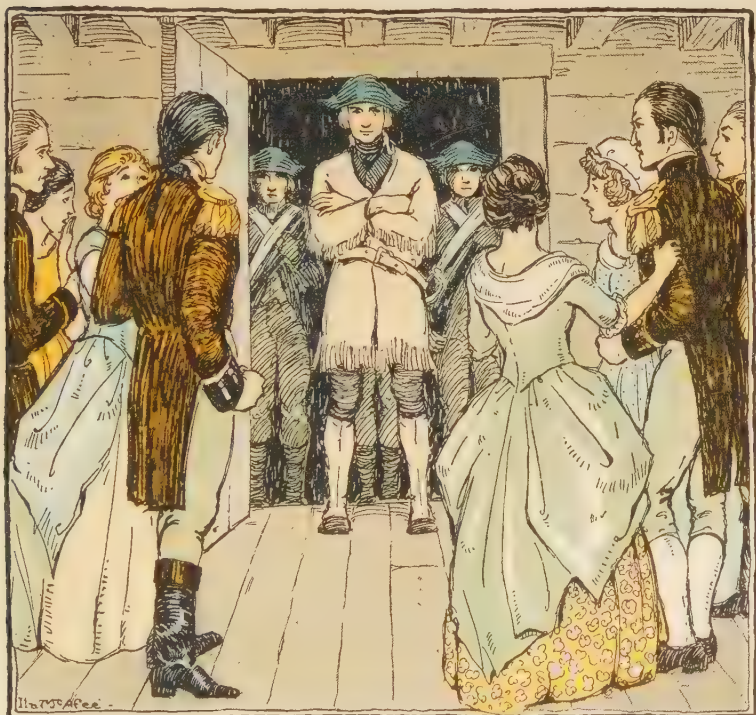
Washington and his army spent a winter of bitter cold and hardship encamped at Valley Forge, while General Howe's troops occupied the city of Philadelphia twenty miles away.

3. Still another thing that encouraged the Americans was the retreat of the English army from Philadelphia. It returned to New York, and the main army remained in New York for the next three years, with Washington watching it from across the Hudson.

George Rogers Clark Conquers the Northwest

The English in the Northwest. While Washington was holding the main English army in New York,

important movements were going on west of the mountains in a part of the territory that England had taken away from France in the French and Indian



The story is told that the night Clark entered Kaskaskia there was a dance at the fort. He calmly told the astonished settlers to go on but to understand that they were now dancing under the flag of the United States and not under the flag of England.

War. This territory, which used to be called the Northwest, was made up of what is now Ohio, Indiana, Michigan, Illinois, and Wisconsin.

You remember that France tried to carry out La Salle's grand plan for holding the Mississippi and St.

Lawrence valleys by building forts and settlements in the Northwest. There was a fort at Kaskaskia in what is now southern Illinois, one at Vincennes on the Wabash River in Indiana, one at Detroit near the southeastern corner of Michigan, and others scattered here and there around the shores of the Great Lakes.

When England pushed the French out of the race for America, it put its own soldiers in these forts, and they were still in possession of them when the colonists began the War for Independence.

George Rogers Clark. Colonel George Rogers Clark determined to drive the English out of the Northwest and take all that beautiful region for the Americans. Clark was a Virginian, and like Washington, was a surveyor of the western lands and a bold Indian fighter. He suggested a plan for the conquest of the Northwest to Patrick Henry, who was then Governor of Virginia, and Governor Henry told him to go ahead.

The governor's permission was all that Clark wanted. He raised two hundred men, loaded them on boats, and floated down the Ohio River to a spot as near Kaskaskia as the river went. There he hid his boats for future use and marched across the rolling hills of southern Illinois to attack the fort.

Colonel Clark and his brave Virginians marched quietly into the village of Kaskaskia on the night of July 4, 1778, took the English soldiers by surprise; and captured the fort without resistance.

Clark's capture of Vincennes in midwinter of 1779 was another story. He started from Kaskaskia on February 5. It had rained and snowed all winter. Streams were overflowing, and even the prairies were

covered with water half way up to the men's knees. Vincennes was two hundred and fifty miles away. How could the men ever get there?

Colonel Clark tells the story of the heroic march in his diary. He says:

"My object was now to keep the men in good spirits. I allowed them to shoot game on all occasions, and feast on it like Indian war dancers. Every night a different company provided the feast and invited all the other companies to be its guests. My officers and I shouted and ran and splashed through the mud and water as much as any of the men. So they got the idea that everything was a joke."

When they got near the Little Wabash River the whole country was under water. Colonel Clark built a boat and sent some of the men across the river to hunt a dry spot in which to camp for the night. They found a little hilltop about half an acre in size, and then began the labor of ferrying the men across.

"A scaffold was built on the opposite bank, where the water was about three feet deep, and our baggage was ferried across and put on the scaffold. Then we swam the horses across and loaded them with the baggage at the scaffold. By that time the troops were across, and we began our march through the water.

"By evening we found ourselves encamped on a pretty hilltop, in high spirits, and each party laughing at the other because of something that had happened while the ferrying was going on. A little drummer made a lot of fun for the men by floating on his drum."

Once the food gave out and the men were nearly starving. A canoe filled with Indian squaws and their

children came by and Colonel Clark found in it nearly a quarter of a buffalo, some corn, some tallow, and some kettles. "This," he says, "was a grand prize. We immediately made broth and served it to the men. Most of them got some, but many gave their portions



to their weaker comrades. This little refreshment, and fine weather by the afternoon gave new life to the party."

Finally the heroic little band arrived at Vincennes. They marched in and surrounded the fort before the English soldiers knew what was happening. But the taking of Vincennes was not as easy as the capture of Kaskaskia had been. The English soldiers at Vincennes were not taken by surprise; they were armed and ready to fight, and they did fight all one night.

The next morning the commander surrendered, and the conquest of the Northwest was complete. First the English had taken the territory from the French, and now the Americans took it from the English. The Americans still have it, and we should never forget that we owe it to Colonel George Rogers Clark and the brave men who followed him so cheerfully through sleet and snow and flood.

Washington in the meantime was watching the main English army in New York. We must leave him there for a while, and turn to the story of the war on the sea.

The War on the Sea

The American Navy. The Americans had no warships when the war began, but they owned many merchant vessels that were used for carrying freight, and their sailors were as skillful as any that sailed the seas. Congress therefore arranged to arm some of these merchant ships, and appointed officers to command them and to destroy English ships.

Captain John Paul Jones. The most famous commander was Captain John Paul Jones. He was a young man, twenty-seven years old when the war began, and had been sailing the seas since he was a boy of sixteen. He was born in Scotland but had come to Virginia just before the war began, to take possession of an estate left him in this country by his brother who had died.

Captain Jones became a terror to English sailors. Hiding in the coves and harbors of the French coast, he would dash into the English Channel and sink or capture English merchant vessels before the English war-

ships could come to their assistance. The enemy never knew where to expect him, so they were at his mercy.

His most stirring fight was with the British man-of-war, *Serapis*. During the battle Captain Pearson of the *Serapis* asked Jones if he wished to surrender. "No! I have not yet begun to fight," Jones shouted back. In the end, it was the warship that surrendered; but Captain Jones's vessel, the *Bon Homme Richard*, was almost sinking. The gallant Captain Jones transferred his crew to the captured vessel, and wrote in his diary:

"No one was left aboard the *Richard* but our dead. The very last sign mortal eyes ever saw of the *Bon Homme Richard* was the defiant waving of her unconquered flag as she went down."

Congress voted Captain Jones the thanks of the nation, gave him a gold medal, and made him commander of a new ship, the *America*. The king of France made him a knight and gave him a gold sword.

Washington Ends the War in the South

The fighting in the South. While Washington was holding the main English army in New York, the fighting went on in the South.

At first the English were successful in the South. They captured Savannah and Charleston, and held large parts of Georgia and South Carolina.

The Americans in the South fought in small bands, under a remarkable group of leaders. Moving rapidly from one place to another on their tough, shaggy ponies, they would swoop down upon an English force, strike a stinging blow, rush away to another place, and strike

again. They captured ammunition, food, and supplies of the English, and lived mostly at the expense of the enemy. General Francis Marion, nicknamed "The Swamp Fox" because of his rapid, stealthy movements, gave the English the greatest trouble. They never knew when or where to expect him.

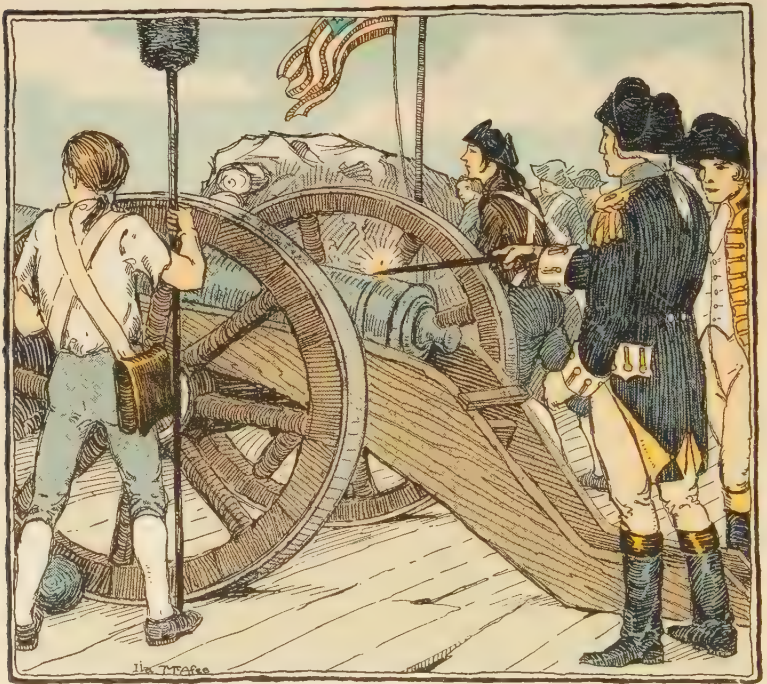
The fiercest fighting in the South was at King's Mountain and the Cowpens, on the border of North Carolina and South Carolina far in the west. Both of these battles were brilliant victories for the American soldiers.

Washington captures Cornwallis at Yorktown and ends the war. After the defeat of the English forces at King's Mountain and the Cowpens, the main English army in the South moved northward into Virginia. There General Lafayette, the first Frenchman to come to the aid of the colonists, commanded several thousand Americans. He cleverly pushed Lord Cornwallis, the English commander, into the peninsula of Yorktown and held him there until Washington could strike the last blow of the war.

First, Washington arranged by letter with the French fleet to guard Yorktown from the sea and prevent the English warships from saving Cornwallis's trapped army. Then, leaving his camp in New Jersey so secretly that the English general in New York did not know that he was gone, he quickly joined Lafayette's army and compelled Cornwallis to surrender (October 17, 1781).

We now see the importance of the French help. Five thousand French soldiers under Count Rochambeau (Ro-sham-bo) were with Washington and Lafayette

at the victory of Yorktown. It is doubtful whether without them and the French fleet General Washington could have won this battle which decided the war.



General Washington fires the first shot at Yorktown, the last battle of the War for Independence.

Peace and independence. The war had been going on six and a half years, when Cornwallis surrendered at Yorktown. The English people had long been tired of the war, and now the English government was ready for peace. The Americans had always been ready for peace whenever they could get what they wanted, and England was now about to give them what they wanted.



The two governments appointed representatives to meet each other in Paris and talk things over. Finally they signed a peace agreement, or treaty, September 3, 1783. This is known as the Treaty of Paris.

England recognized the independence of the United States, and gave up to the new nation all its territory south of what we now call Canada, and west as far as the Mississippi River. In the South, Spain held what is now Florida and a narrow strip of land along the northern shore of the Gulf of Mexico, so that our southern boundary did not reach the Gulf.

The peace with England was signed for the United States by John Adams of Massachusetts, John Jay of New York, and Benjamin Franklin of Pennsylvania.

Adams we have met before in the Continental Congress, where he nominated Washington to command the colonial army, and served on the committee to write the Declaration of Independence. Jay was a lawyer, and was later appointed by Washington to head the Supreme Court of the United States. Franklin's services were so important throughout his long life that we must have his story at length.

Franklin's Services in United States History

Franklin's early life. Benjamin Franklin is one of the great men in American history. We learned above (pages 110-113) the story of his boyhood, as he told it himself. He learned to be a printer in his brother's shop in Boston, but when he was seventeen he left Boston and went to Philadelphia. He continued to claim Philadelphia as his home until his death, though he spent many years in Europe. We have a picture of him on his

arrival in Philadelphia, a loaf of bread under each arm and munching a third, while he walked the streets looking for a job.

A printer who educated himself. We may be sure that Franklin was soon at work, printing and studying. The English language was his favorite study—grammar and writing. He read the best English books and practiced imitating them in his own writing. In this way he became a master of English composition, and his letters, now published in many volumes, are most delightful and entertaining reading.

“Poor Richard’s Almanac.” In the course of time Franklin had his own printing shop. He published a newspaper, but his most famous work was an almanac, which he called *Poor Richard’s Almanac*. The almanac contained information about the weather and the seasons, but it was also full of witty sayings and wise proverbs which the people liked to read. *Poor Richard* was so popular that Franklin is said to have sold ten thousand copies of the almanac every year for many years.

Interest in education. Remembering his own longing for good books when he was a boy, Franklin established in Philadelphia a circulating library, where poor children could borrow books. He was always a hard student, and was always interested in the education of others. He was one of the founders of the school in Philadelphia that grew into the University of Pennsylvania, today one of the largest state universities.

Franklin in England. From 1757 to 1775, Franklin spent all but three years in London looking after the interests of Pennsylvania and the other colonies in

Parliament. He made many friends, and through them was often able to keep Parliament from passing laws that would have injured the Americans. We have already met him in London, telling Parliament that the Americans would never pay the stamp tax. If Parliament had followed Franklin's advice, there might have been no war in America.

Votes for the Declaration of Independence. When the war with England began, Franklin returned to Philadelphia, and we saw him there on the Fourth of July, 1776, voting for the Declaration of Independence, which he had helped Jefferson to write.

Franklin in France. But Franklin's greatest service to his country was in persuading the French government to join the struggling colonies in 1778 and to help them carry on the war with England. We have seen how France's promise to help us encouraged Washington's freezing soldiers at Valley Forge. The French sent us money and clothing and guns; and finally, at Yorktown, they lent us five thousand soldiers and their fleet, which helped Washington to end the war. Americans owe a great debt of thanks to France.

Franklin's last great service. Franklin's last service to his country was performed in 1787, when he was eighty-one years old. Fifty-six of the leading men of America had met in Philadelphia to form a strong and lasting government for the United States, but they could not agree on what they wanted. Franklin played the part of peacemaker. Whenever the members seemed about to break up and go home, Franklin would step forward with a plan of compromise, or with a funny story that put everybody in good humor, and the work

would go on. It was Franklin who saved the day. When the members finally went home, they had formed the government under which we today are still living.



Benjamin Franklin as a boy learned printing in his brother's shop, and later he had a printing shop of his own.

Otis, Henry, Samuel Adams, Washington, Jefferson, George Rogers Clark, and Franklin are great names that will stand out for all time in the history of the American War for Independence.

The Story of the Chapter

The first fighting in the War for American Independence was at the village of Lexington, where some

colonists tried to stop English soldiers marching to seize colonial arms and ammunition at Concord. The Second Continental Congress elected George Washington to be the commander of all the colonial soldiers. At first Congress hoped to make peace with England, but on July 4, 1776, it adopted the Declaration of Independence. If Washington and his brave men won the war, the United States would be free. If they failed, England would continue to own the country.

At first Washington was successful, driving the English soldiers from Boston. Then the English drove him from New York and Philadelphia and compelled him and his men to spend a winter of great suffering at Valley Forge. Finally fortune favored the colonies again. The great French nation joined them in the war. It also persuaded Spain to go to war against England. Colonel George Rogers Clark won the Northwest from the English soldiers who held it. Bold leaders in the South fought many successful battles. Captain John Paul Jones won victories on the sea. Finally Washington, assisted by the French, captured the English army at Yorktown, and England made peace. The United States was free.

Questions and Exercises

1. When, where, and by whom was the War for Independence begun? Do you think that General Gage or King George was to blame for the firing of the first shot?
2. Why was Washington put in command of the colonial army? Tell what you know of his early life. For what is Valley Forge to be remembered?
3. What three things happened in the winter of 1777-78 to encourage the colonies?

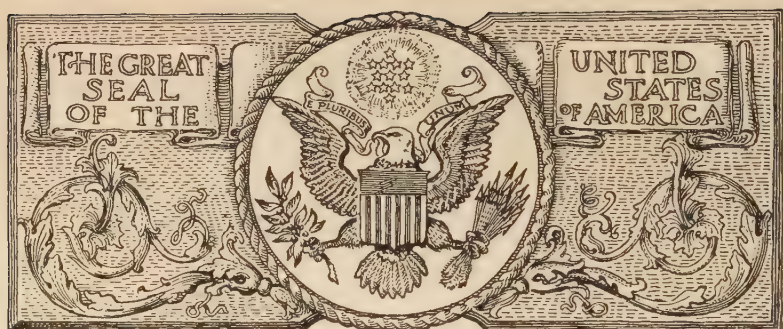
4. Who wrote the Declaration of Independence? Tell the story of how it was written. Tell five things that it says.
5. Why should John Paul Jones be remembered?
6. What kind of fighting was done in the South? Who was "The Swamp Fox," and how did he get his nickname?
7. How was Yorktown captured?
8. Write a short story of Paul Revere's ride.

Map Work

1. Mark on a map the places where Washington fought battles.
2. Locate the places where battles were fought in the South.
3. Put on the map the places where Colonel Clark fought in the Northwest.
4. Trace the boundaries of the Northwest Territory and name the states that were made from it.

Dates to Remember

July 4, 1776, the Declaration of Independence.
1783, the end of the War for Independence.



CHAPTER XI

MAKING A GOVERNMENT FOR THE NEW NATION

Our Government Today

Our government at work. The city of Washington is one of the most beautiful cities in the world, a splendid city of which every American citizen may well feel proud. It is the capital of the nation, the place where the government of the United States is carried on in many fine and stately buildings.

The largest and finest building, one that rises above all the others, is the Capitol. Its dome towers nearly three hundred feet in the air. At night it is illuminated by hundreds of lights and may be seen for miles around. The Capitol building is the center of the city of Washington; it is the center of the government of our country. Around it are grouped the magnificent Library of Congress and splendid buildings containing offices for the senators and members of Congress. A broad avenue leads from the Capitol to the White House, where the President lives. Not far from the White House are the Treasury building, the War and Navy building, and other great government offices.



The Capitol at Washington. Within this great building of stone and marble the laws of the nation are made.

But it is inside the Capitol building that the visitor to Washington finds the greatest interest. In the right wing is the Senate chamber where ninety-six men meet to do their part in passing laws for more than a hundred million people. There are two senators from each of the forty-eight states. Opposite the Senate, in the left wing of the Capitol, is the House of Representatives.

This is much larger than the Senate chamber. More than four hundred members meet there. The number of members from the various states differs. The states where there are a great many people send many members, and the thinly settled states send few. But every state, no matter how few people it has, sends at least one member. The Senate and House together form our Congress. Congress makes laws for the whole nation.

The White House is the home of the President and his family, and there the President has his office. The visitor to Washington does not often get to see the President because he is such a busy man. He is surrounded by clerks and secretaries, and is guarded by special police officers, some of whom are in uniform and some in plain clothes. The President is busy because senators and members of Congress, governors from the various states, and business men and politicians from everywhere are constantly trying to see and talk with him.

When a bill passes Congress it must be sent to the President. If he likes the bill, he signs his name to it and it becomes a law. If he dislikes it, he may refuse to sign it and forbid it to become a law. When the President forbids a law to go into effect we say he vetoes it. *Veto* is a Latin word meaning "I forbid." The President is the first man of the nation, the head of the government. It is his business to advise Congress, and to see that the laws, when passed, are obeyed.

The Supreme Court, or highest court, is the head of the third important branch of the United States government. The Supreme Court chamber is in the north side

of the Capitol, between the Senate chamber and the House of Representatives. Nine judges make up the court, and the visitor will be greatly impressed by the solemn dignity and importance of the judges.

The judges hold their office for life. When they appear in court they wear long black robes and sit in high seats. Lawyers who try lawsuits before these judges of the Supreme Court treat them with greatest respect. It is the business of the Supreme Court and of a number of lower courts to settle disputes that arise over the meaning of laws that have been passed by Congress and signed by the President.

Congress makes the laws, the President enforces the laws, and if disputes come up about the meaning of the laws, the Supreme Court settles the disputes. The visitor who goes to Washington during the winter months can see all these officers at work.

But how did we come to have such a government, made up of a Congress, a President, and a Supreme Court? How were the offices created? To answer these questions we must go back to the Revolution, which we studied in the chapter before this one.

How Our Government Was Made

The Union in danger. When the thirteen colonies declared their independence and separated from England, they needed some sort of government to keep them united and help them to work together. As long as the war was going on they looked to the Continental Congress for orders and advice, but after the war was over, the different states paid less and less attention to the Continental Congress.

It looked as if the Union were going to break up and each state form a separate nation. How could such a misfortune be prevented? Hoping to solve the problem and save the Union, the people again decided to hold a meeting or convention, like the meetings that were held during the long quarrel with England.

The Federal Convention tries to save the Union. This meeting was held at the old State House in Philadelphia. The building is still standing, and the room in which the members met is kept just as it was when the meeting was going on. The meeting is called the Federal Convention. It met about the middle of May, 1787, and was in session four months, until the middle of September.

Each state sent its greatest and wisest men to the Philadelphia meeting. There was George Washington who had come from his home in Virginia. He was made president, or chairman, of the Convention. There was Benjamin Franklin from Pennsylvania. He was now eighty-one years old, but his mind was still bright and his head full of wisdom and common sense.

There were two young men whom we have not met before. Alexander Hamilton came from New York and James Madison from Virginia.

Alexander Hamilton was born in the English West Indies in 1757, and when the Convention met he was thirty years old. As a boy he was fond of study and gave promise of growing up to be a brilliant man. When he was fifteen years old he was sent to New York City, where he became a student in King's College, now Columbia University. Though he was only eighteen years old when the war with England began, he

organized a cavalry company and fought at Long Island and White Plains against General Howe's English troops.

Hamilton's ability was soon noticed by Washington, who transferred him to his own headquarters. During all the rest of the war Hamilton was Washington's most trusted aid, taking care of his secret papers and copying and sending out to the different officers Washington's most important orders.

After the war Hamilton settled in New York City, studied law, and became one of the great lawyers of New York. He always took a keen interest in public affairs, and was a leader in New York politics.

Hamilton wanted a strong government to hold the states together. In fact, Hamilton would have been glad to see the United States turned into a kingdom with George Washington on the throne. He rather liked kings, if they were good ones, because they could rule with a strong hand and make the people obey.

James Madison, next to Washington, was Hamilton's closest friend in the Federal Convention. He was born in Virginia, in 1751, and was therefore six years older than Hamilton. He was a graduate of Princeton College, in New Jersey. He had neither the cold, dignified manner of Washington nor the proud and haughty appearance of Hamilton. He was a small man whom you would not turn to look at as you would at Washington or Hamilton. But Madison was one of the most important men at the Convention. There were three reasons why he was important.

First, Madison knew more about government, how governments were made, and how they worked, than any one there.

Second, he went to the Convention with a definite plan of government already written out. He knew what was needed to hold the states together and prevent the Union from breaking up. The plan of government that he had drawn up was taken by members of the convention as a model for the new government which they framed.

Third, he kept the most careful record of what went on in the Convention. Each day he took his seat where he could see and hear everything, and he made notes all the time. We get most of our information about what went on from Madison's notes.

For these three reasons, this quiet, retiring little man with his plan, his notebooks, and his great knowledge of history is called the "Father of the Constitution"; that is, the man who had most to do with making our government what it is today. Twenty-one years after the Convention adjourned he became the fourth President of the United States.

How did the Convention go about its work? If you had been living in Philadelphia at the time, you could not have found out, because each day when the Convention met, the doors were closed and no one was permitted to know what went on behind those doors. Every man was pledged to keep secret what was said and done there. Day after day passed and weeks grew into months, and still the people did not know what was going on. Even the newspaper reporters could not find out. Some people were certain that the able men in the Convention would plan a good, strong government; others felt less certain and shook their heads in doubt.

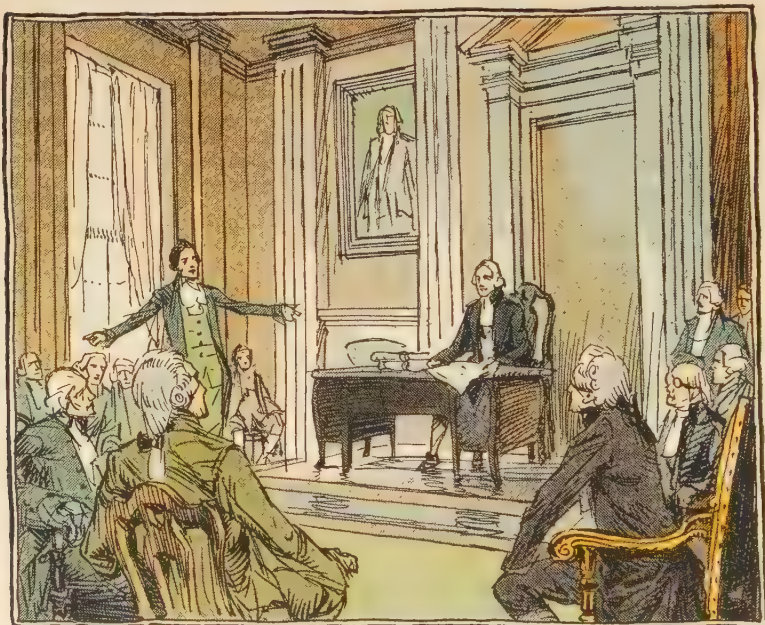
The Convention makes the Constitution. At last, on the seventeenth of September, the work was finished, and the people waited anxiously to hear what had been done. All that the members had to show for their four months' work was a paper which they had written. It was not a long paper either, not longer than twelve or fifteen pages of this book, but it proved to be the most important paper, with the exception of the Declaration of Independence, that was ever written in the United States. It was the complete plan for the government that we have already seen at work in Washington. It was the Constitution of the United States.

The first sentence of the Constitution reads, "We the People of the United States . . . do establish this Constitution for the United States of America." That is a remarkable sentence. It means that the people of the United States make their own government, that they govern themselves.

When the Convention ended its work, all the members returned home to explain what they had done, and to urge the people to approve the Constitution. They carried copies of the Constitution with them and distributed them among the people. It would not go into effect, the new plan of government would not be carried out, until the people of at least nine states had agreed to it.

There must have been great excitement when a member returning from the Convention stopped at an inn or tavern for the night. Word went around that there was a man from Philadelphia who had been working on the new plan of government and could tell

the people what it was like. The people asked him all sorts of questions about it and the traveler explained again and again what had been done.



To plan the government for a whole new nation was no easy task for the delegates to the Federal Convention.

He told them the Federal Convention has decided that the head of the government was to be the President.

What was the President to be like, someone asked, —a king?

No, he would not be like a king. Kings were born to their office, and held their office for life whether the people liked them or not. The President was to be chosen by the people, and would serve for only four years, but he might then be reelected if the people wanted him as President for another four years.

What had they decided to do with the old Continental Congress of one house? Would it be continued?

No, there would be a Congress of two houses, a Senate and House of Representatives. This Congress would make the laws.

There would be a Supreme Court to settle disputes about the laws.

If the people approved the Constitution, an election would be held in November to choose the President and the members of Congress. The President would appoint the judges who made up the courts.

Then the traveler might read parts of the Constitution to show what had been done.

The Union is saved. But would nine states approve the Constitution? All sorts of objections were raised to the new plan of government. Men gathered in the taverns and village stores to debate and argue about every part of the plan. Everywhere the members of the Convention were urging the people to accept.

Washington wrote letters day and night to his friends in Virginia, trying to persuade them to support the Constitution.

Hamilton and Madison wrote nearly a hundred articles, explaining the meaning of every part of the Constitution, and begging the people to accept it and give it a trial. They pointed out that if it did not work well it could be changed. These articles were first published in the newspapers, but were later collected and published in a book called *The Federalist*.

Nearly a year passed before the suspense ended, but before the end of 1788 eleven states had accepted the Constitution, and the plan for a strong, new govern-

ment could be tried. The other two states, North Carolina and Rhode Island, approved it later.

The Union was now much stronger than it had ever been before, even stronger than it had been during the war. The Constitution gave the new government power to collect taxes and raise money to pay running expenses. It could keep up an army and navy. It could control trading with foreign countries and could make foreign governments treat American citizens fairly. And it could enforce its own laws in the states and make the people obey them.

Washington heads the new government. To start the new government, all eyes looked to Washington. Would he accept the office of President? He did not want it. He enjoyed his home life at Mount Vernon, and was interested in managing his plantations. But his mail was heavy with letters begging him to take the presidency and put the new government on its feet. Not only the friends of the Constitution but those also who opposed it wanted him, because everybody trusted his honor, his ability, and his love for his country. They knew that if it was possible to make the new government a success, he would do it.

As soon as Washington was convinced that he was really needed, he said that he would serve, if elected. That was enough. He received every vote cast. No other President has ever been elected without even one opposing vote.

The Story of the Chapter

When the war with England was over, the Americans needed a government to keep the thirteen states united

in one strong union instead of dividing into thirteen weak little countries. The greatest men of the whole country met at Philadelphia and worked out a plan for such a government. Washington was chairman of the Convention; but James Madison had more to do with the making of the plan of government than anybody else.

The plan of government was called the Constitution. It was made for thirteen states with less than four million people in them, but we are still using it for our union of forty-eight states and nearly a hundred and twenty million people.

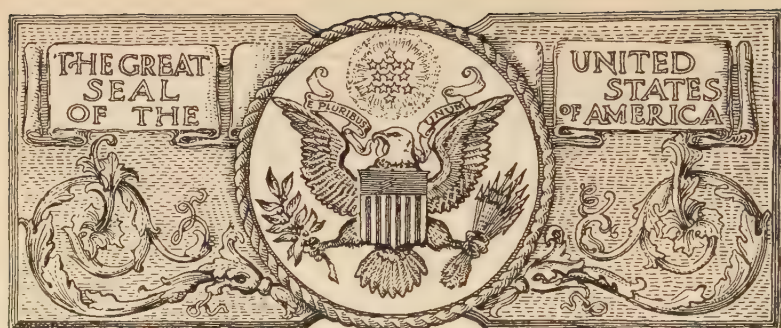
The home of our government is in the splendid city of Washington. Thousands and thousands of men and women work for the government all over the country, but at the head of the government in Washington, are the President, Congress, and the Supreme Court.

Questions and Exercises

1. When and where did the Federal Convention meet to make our government? Name four important members of the Convention. How did the members carry on their work?
2. What share had the people in putting the new government into effect?
3. Why is Madison called the "Father of the Constitution"?
4. Give as many reasons as you can think of for making Washington the first President.
5. What is the business of the President? Of Congress? Of the Supreme Court?

Date to Remember

1787, the Federal Convention makes the Constitution.



CHAPTER XII

WASHINGTON SETS THE NEW GOVERNMENT GOING

Washington Takes Charge

Washington the first President of the United States.

It was planned to begin the new government in March, 1789, but there were no railroads, automobiles, or airplanes in those days, and people could not always get to places on time. During the winter of 1789 the weather was so bad and the mud and snow were so deep that the members of Congress were a month late in getting to New York City. Here the new government was to be started, for the Capitol was not yet built at Washington, nor was the city of Washington even started.

When the members of Congress arrived in New York, they had to count the votes for President and Vice-President. Everybody knew that Washington was elected President and that John Adams of Massachusetts was Vice-President, but Congress had to go through the form, the red tape, of counting the votes and telling them of their election.

When the committee of Congress arrived at Mount Vernon to tell Washington of his election he started at

once for New York. He knew that Congress could do nothing until he got there, and he did not want to cause the members of Congress greater delay than was necessary.

Washington would have preferred to stay at home, looking after his plantations, and spending the rest of his life in a quiet way. But he was never a man to shirk a duty. When he was only twenty we saw him carrying Governor Dinwiddie's message warning the French to get out of the Ohio Valley. Two years later we saw him in a hail of bullets trying to save General Braddock's army from destruction by the French and their Indian warriors. At the age of forty-two he took command of the American army, and under his command it won the independence of the United States. He helped to make the new government. He was now fifty-seven years old, and the people were calling him to set the new government on its feet and start it going. No other man in America could have done this difficult task so well.

Though it was a hard trip to New York, it must have been a pleasant one, for every step of Washington's journey was like the march of a much-loved hero. First, his neighbors and close friends met him at Alexandria, Virginia, to say good-bye and tell him of their trust and good wishes. They thought that he would lead the new government wisely and safely. As he went on, people met him at every town. Officers who had been with him in the army came to shake his hand. Military companies went with him from town to town. There were banquets, speeches, toasts, and fireworks. Children spread flowers in his path.

Washington would have been dull indeed if he had not known long before he reached New York that the people admired and trusted him.

On April 30, 1789, Washington took up his duties as first President of the United States.

Washington's problems. The new government had two difficult tasks, or problems. The first was to get money to pay the old debts, which had piled up during the war with England, and to pay the men who worked for the government. The second was to make foreign countries treat the United States as an equal; to get them to allow our citizens the same rights that we allowed theirs.

Washington forms his cabinet. To help him with the money problem Washington appointed Alexander Hamilton to be Secretary of the Treasury. To help him with foreign countries he appointed Thomas Jefferson to be Secretary of Foreign Affairs. To help in managing the army and navy he appointed General Henry Knox, one of his old generals, to be Secretary of War. And to advise him in matters of law he appointed his friend and neighbor, Governor Edmund Randolph of Virginia, to be Attorney-General.

Each of these officers was at the head of a great department of government, and together they formed the President's cabinet, his group of advisers. The President talked with them about all important matters of government.

The Settlement of the Money Problem

Hamilton sees two ways to raise money. Hamilton's first task was to get money. Besides needing money for

running expenses, to pay the salaries of officers and members of Congress, the government owed nearly seventy-five million dollars. This debt must be paid, but how? There were two ways for the government to get money. One way was to collect taxes; the other was to borrow. Hamilton decided to use both ways.

But paying taxes is always unpleasant. People know that they must have a government; they know that they must have laws to protect themselves and their property; and they know that men must be paid to carry on the government. They know that it costs money to run the government and do all these things. But still they do not like to pay taxes.

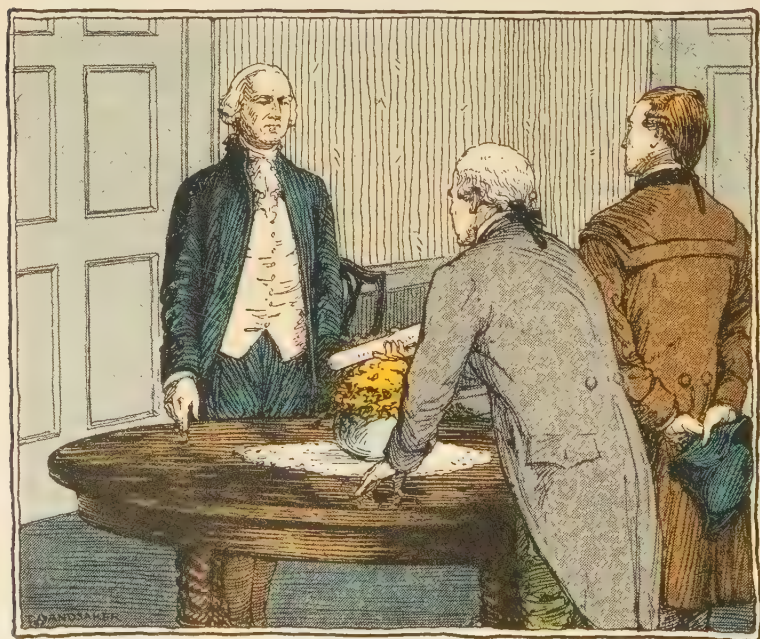
Hamilton gives his taxes a "sugar-coating." Hamilton knew very well that the people would not want to pay taxes, so he tried to collect money for the government without letting the people know that they were paying it.

To bring about this magic effect, Hamilton asked Congress to pass a law putting a tax on goods brought into the United States from foreign countries. The merchants who brought in the goods would then pay the tax and add it to the price at which they would sell the goods. The merchants would get their money back from the people who bought the goods, but very few of the people who bought from the merchants would realize that they were paying a tax to the government. They would think that they were paying simply the price of the goods.

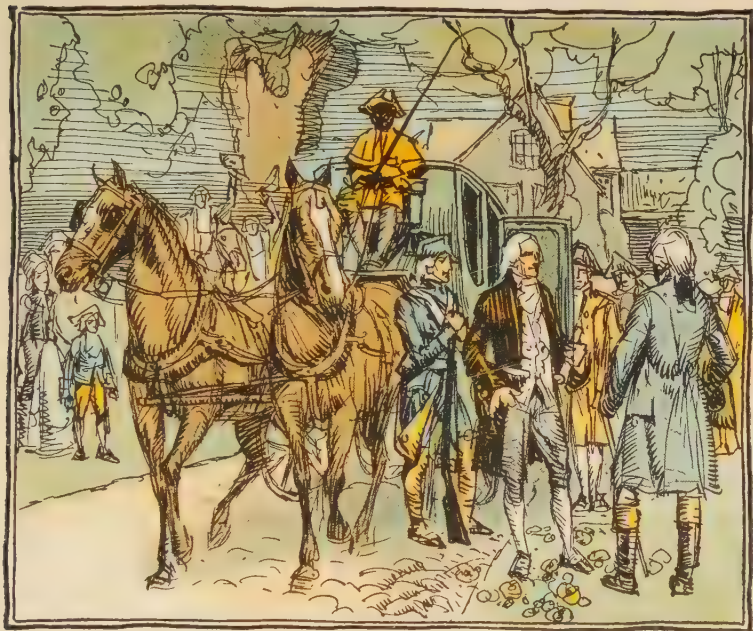
A law to carry out this part of Hamilton's plan was one of the first acts passed by the Congress of the new government. It was introduced by Hamilton's old

friend, James Madison of Virginia, who was a member of the first Congress under the new United States government.

Hamilton borrows money for the United States. The second part of Hamilton's plan for raising money was to borrow. He had no difficulty in borrowing as soon as people saw that the government was strong enough to get money by taxes. They knew then that the government could and would pay back the money that it borrowed from them. The government paid them interest for the use of their money, and they considered the loan a good investment; a good way to make their money grow.



Washington receiving the delegates from Congress who came to Mt. Vernon to tell him of his election as first President of the new nation.



Everywhere Washington was warmly greeted, on his way from Mt. Vernon to New York to take up his duties as President.

With the money which he got through taxing and borrowing, Hamilton paid off the old debts; and the new government was able to start with a good name for paying its debts.

Hamilton's knowledge and skill were a great help to Washington in the important task of getting money to pay off the old debts and to pay the daily costs of government.

The Settlement of Troubles with Europe

Washington settles our troubles with England. England agreed to our independence in the Peace Treaty of 1783, but so long as our old, weak government lasted, it would not treat the United States as a

free country. It would not let American merchants and shipowners trade in England on the same fair terms that our government allowed English merchants and shipowners to trade in the United States. When Washington became President, however, England agreed to treat our people as well as the United States treated Englishmen.

Washington settles our troubles with Spain. Spain, like England, knew that the old government of the United States was weak and helpless. So Spain tried to take nearly all the territory now included in Alabama and Mississippi. It tried to keep people in Kentucky, Tennessee, and Ohio from sending goods down the Mississippi River in boats, saying that the river belonged to Spain. This was an important matter to our western settlers, because they had no other way to ship their goods to market.

After Washington took charge of the government, Spain gave up its claim to our territory and no longer tried to keep American settlers and traders from using the Mississippi River.

Washington has trouble with France. Three years after Washington became President, France got into a war with all the European countries around it. It needed help, and turned naturally to the United States.

The French people remembered that they had helped the Americans against King George; now, they said, the United States must help France.

But Washington declared that the United States could not afford to go into another war. It wanted to be friends with all countries. Therefore he issued a message saying that the United States would not take sides in the war between France and its enemies.

The French people were greatly disappointed and very angry at Washington's refusal to help them; and all during the rest of Washington's presidency and that of John Adams, who followed him, France was on the point of war against the United States. The quarrel was finally settled to the satisfaction of the United States.

Washington's Services

The father of his country. We can now understand why Washington is called the "Father of his Country."

He led the armies which won from England the independence of the United States.

He headed the convention that made the new government under which the United States has grown great and powerful. The Constitution that Washington helped make at Philadelphia in 1787 is still the rule-book of our government.

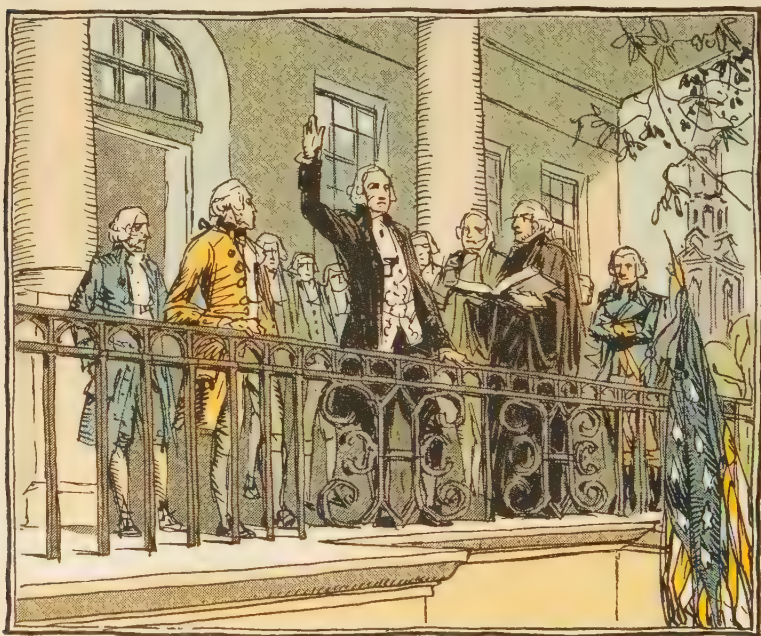
As President, he headed the new government for eight years and set it to running smoothly.

It seemed that every time the country was in danger or needed a wise leader to keep it out of trouble, all eyes turned to Washington. He was indeed "first in war, first in peace, and first in the hearts of his countrymen."

But even Washington did not escape criticism. A new political party began to grow up while he was President, and Washington complained that some of the men in this party abused him as though he were a pickpocket.

When his second term as head of the new government ended, however, the people would have elected

him for a third term, but Washington refused. He was becoming an old man. He wanted to go back to his beautiful Mount Vernon home and rest. Besides, he knew that the new government was now working well



Washington taking the President's oath of office.

and he believed that it would set a bad example for one man to hold the presidency for a longer time than eight years. Kings ruled for life, but a president should rule for only a short time and then turn over the office to some one else.

So, on the fourth of March, 1797, Washington turned his face homeward. His work was done. Others must now take up the tasks that he laid down, and carry them on. He died at Mount Vernon, two years later.

John Adams follows Washington as second President. Virginia and Massachusetts had taken the lead in the quarrel with England. The War for Independence began in Massachusetts and ended in Virginia. Washing-



LaFayette, the friend of Washington and friend to the American people, visits Washington at Mt. Vernon.

ton, the greatest of all Virginians, became the first President. It was fitting that the second President should come from Massachusetts. So John Adams was elected to follow Washington. He had been Vice-President during all Washington's eight years as President. Now he was to hold the presidency for four years.

Adams tried to carry on the government in the way that Washington had started it; and the country continued to grow strong.

The Story of the Chapter

When the new plan of government was formed, all eyes turned toward George Washington. The people wanted him to be the first President, and he took the oath of office in 1789. He was elected again at the end of four years and so held the office for eight years.

Washington had two very important tasks to perform. The first task was to get money enough to pay the old debts of the government, and the second was to get the governments and people of European countries to treat the United States and its people properly.

Washington chose Alexander Hamilton to help him with the money problem, and Hamilton was very successful in getting money to pay the old debts and to pay the expenses of the new government. Washington chose Thomas Jefferson to help him in dealing with foreign governments, and Jefferson, too, was successful, though not quite as successful as Hamilton was.

Washington refused to hold the office of President for more than eight years, and so far our other Presidents have followed his example. Nobody has ever been President longer than eight years.

Questions and Exercises

1. Why did the people turn to Washington to start the new government going? Make a list of the services he had performed for his country.
2. Write a short description of Washington's journey from Mount Vernon to New York. Tell how the people showed their trust in him.
3. Whom did Washington appoint to help him in carrying on the government?
4. What was Hamilton's plan for getting taxes from the people without letting them know that they were paying taxes?

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5. Why were people willing to lend money to the new government?

6. How were our troubles with England settled? With Spain?

7. Do you think Washington ought to have helped France with its wars? Give reasons for your answer.

8. Why would Washington not allow the people to elect him to a third term as President?

Date to Remember

1789, Washington becomes the first President of the United States.



CHAPTER XIII

BLAZING THE WAY TO THE MISSISSIPPI

Daniel Boone Leads the Way to the West

Three new states come into the Union. While Washington was President three new states came into the Union—Vermont, Kentucky, and Tennessee. Two of the three, Kentucky and Tennessee, lie west of the Appalachian Mountains. The admission of these new states to the Union meant that people had moved into them from the old states, driven out the Indians, and built their homes in the forest.

The settlement of America like a moving picture. The story of the settlement of the United States is much like a moving picture. In the first reel we see Jamestown and Plymouth. The settlers arrive from England in their queer-looking ships. They unload their chests and trunks; the ships sail away. They build log cabins, clear land, and plant their crops. And always they are in danger of their lives from the tomahawk and scalping knife of Indians on the warpath.

The next reel shows hunters pushing into the forests, hunting deer and bears and panthers. They want the

skins for clothing and rugs and bedding. Following the hunters come men and women and children, leaving the old settlements by the sea to make new homes in the western woods.

We see them on the trail, sometimes in wagons, sometimes walking, their long rifles on their shoulders, and perhaps all their belongings in a pack on one shaggy horse.

They select a wooded hilltop near the bank of a running stream. Out come the axes. Trees are felled, a little field is cleared, and almost in the twinkling of an eye, smoke is rising from the cabin chimneys and corn is growing in the clearings. Always the movement is toward the west, and always the Indians are near, with tomahawk, knife, and torch.

So the picture moves on; up the rivers; across the Appalachian Mountains; across the broad Mississippi; across the high, dry plains of the West; across the Rocky Mountains; and finally to the shores of the rolling Pacific. When the picture is ended we see the United States as it is today.

Daniel Boone opens Kentucky. Among the many whose eyes and hearts were turned ever toward the setting sun, the most famous hunter, Indian fighter, and scout was Daniel Boone. A charming little book by Stewart Edward White says of Boone:

"He was one of the many great Indian fighters of his time; he lived for years with his rifle and tomahawk next his hand; and he lost brothers and sons under the scalping knife. He was a master of woodcraft, able to find his way hundreds of miles through unbroken forests, able to maintain himself alone not merely for

a day or a week but for a year or more without other resources than his rifle, his tomahawk, and his knife, and this in the face of the most wily of foes. He was muscular and strong and enduring; victor in many a hand-to-hand combat. He was a dead shot with the rifle, an expert hunter of game. He was trustworthy. He was loyal to the last drop of his blood. He was ever ready to help others."

Boone was born in Pennsylvania in 1735, but he "went west" when he was a young man and settled on the frontier of North Carolina. He was three years younger than Washington.

In his North Carolina home Boone heard stories from other hunters about a wonderful country across the mountains. In 1769 Boone set out with a few hardy companions to explore the country. As President Roosevelt tells the story: "After weeks of wandering, he at last came into the beautiful and fertile country of Kentucky. When Boone first saw it, it was a fair and smiling land of groves and glades and running waters, where the open forest grew tall and beautiful, and where innumerable herds of game grazed, roaming always to and fro along the trails."

Boone's companions left him and returned home, but Boone could not tear himself away. The country was a hunter's paradise, a country filled with game, and Boone loved hunting above all other things. His brother, Squire Boone, went out to join him and they spent the winter together, exploring, fixing in their minds the location of salt licks and springs, marking places for future settlements, dodging Indians, and sending back to the eastern market great quantities of furs and skins.

Then the brother returned, but Daniel Boone still stayed on. The country held him enchanted; this was the life he loved.

Finally he went home, but he was determined to return and take with him a band of settlers. His first effort to settle failed, but in 1775 he made a settlement called Boonesborough. Almost at the same time the first blood of the War for Independence was shed at Lexington. During the war the Kentucky settlers suffered terribly from the Indians.

Once the Indians captured Boone's daughter Jemima and two other girls. One Sunday afternoon the three girls paddled down the river in a canoe some distance from their homes. They did not know, of course, that Indians were near. There had been peace for seven months, and the settlers had grown careless. Suddenly the canoe stuck on a sandbar, and before the girls could get it off, five painted warriors dashed out of the woods and seized them.

The girls were not missed until nearly sundown. Then the search began. One of the searchers found the canoe and picked up the trail, and the chase was on.

The Indians traveled all night but the rescue party, led by Boone, had to spend the night in camp. They could not follow the trail in the dark. Next morning the chase began again. Every now and then the searchers found little pieces of cloth that the girls had torn from their dresses to help mark the trail.

Just at dark the second night, Boone's party came in sight of the Indians making camp. They hid themselves until the Indians were asleep. Then Boone picked three of his most skillful trackers and slowly they began to

creep toward the camp. They knew that the Indians, if given a chance, would tomahawk the girls, who were "huddled at the foot of a tree only a few feet from the fire." Inch by inch Boone and his men crept forward.

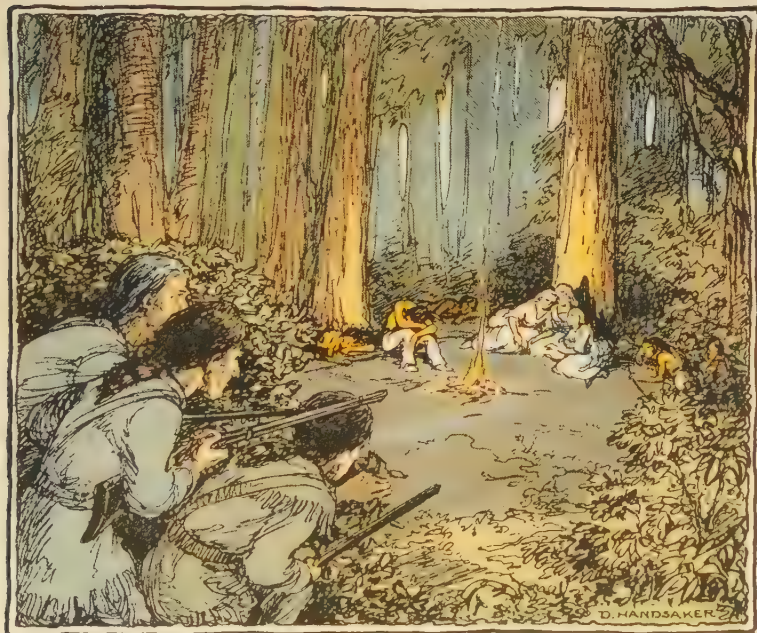


Boone crosses the mountains and gets his first view of Kentucky.

At a signal four shots rang out. Two of the Indians never rose. Three escaped "without their moccasins, and not one of them with so much as a knife or a tomahawk."

When the happy party returned to the settlement they found that another band of Indians had burned a cabin and destroyed the young apple trees in the orchard.

At another time Boone was not so lucky. In a battle with a great number of Indians, his son Frank fell. "The old hunter turned like a lion at bay, beat off his pressing enemies, with an effort heaved the body across



After the Indians had fallen asleep Boone and his party of scouts crept up on them quickly and stealthily, and rescued the three white girls from their captors.

his shoulders to save it from the scalping knife. As he staggered toward the river a giant Indian rushed upon him, tomahawk uplifted. With a groan Boone dropped the body of his son, shot the Indian through the heart, and then, as his enemies closed, leaped away."

The fame of Kentucky spread, and after the war with England, crowds of men, women, and barefoot chil-

dren, with horses, dogs, and cows, thronged the roads to the beautiful country. They called it "Kaintuc." When the new state was admitted to the Union in 1792 there were nearly a hundred thousand people in the country.

But Boone was unhappy. He could not stand the crowds, and moved farther west to get "elbow room." This time he moved to the banks of the Missouri River. He died there at the age of eighty-six, still looking toward the west. The great English poet Byron wrote of Boone—exaggerating his age:

" . . . Boone lived hunting up to ninety;
And, what's still stranger, left behind a name
Not only famous, but of that good fame,
Without which glory's but a tavern song."

Rapid Settlement of the West

Tennessee and the rest of the West. While streams of settlers were pouring into Kentucky, other streams were flowing into Tennessee and still others were stopping in Ohio. By 1790 there were thirty-five thousand in Tennessee, and ten years later there were forty-five thousand in Ohio. Soon they were passing on to Indiana and Illinois and to Alabama and Mississippi.

The western settlers. The leaders of the Westward Movement were men like Boone, hunters, Indian fighters, and adventurers. They loved the quiet of the wilderness, and danger was the breath of life to them. They liked danger.

Most of the settlers who came after the leaders were ambitious men and women, seeking in the West chances

to make a comfortable living and get up in the world. They wanted farms of their own and they wanted to bring up their children happily.

They were generous and hospitable and democratic. Every man believed himself to be as good as any other man, and generally the belief was true.

The Story of the Chapter

The first Englishmen who came to live in America settled near the seashore. They seemed to be afraid to get out of sight of the ocean and of the ships which had brought them from England. But as more and more settlers arrived, pioneers began to move up the river valleys toward the mountains. Some of these bold pioneers had already crossed the mountains into Tennessee and Kentucky when the War for Independence began.

Daniel Boone led the first settlers to Kentucky, where he had many adventures and many hairbreadth escapes from the Indians. During the war Colonel George Rogers Clark drove the English soldiers from the Northwest country, and the United States got all that country from England when peace was made.

After the war, pioneers flocked into the West in great numbers, so that it was possible, while Washington was President, to add three new states to the Union. Two of these states, Kentucky and Tennessee, were west of the mountains. The pioneers were blazing the way to the Mississippi.

Questions and Exercises

1. Tell how you would show the settlement of America in a moving picture. What would you show in the first reel? In the second reel?

2. Write a short letter to your teacher telling what you like most about Daniel Boone.

3. Why did settlers move to the West? Would you like to have lived in the West when Boone led the first settlers into Kentucky? Give reasons for your answer.

4. Describe Jemima Boone's capture by the Indians.

5. Besides Kentucky, what other parts of the country were being settled soon after the War for Independence?

Map Work

1. On an outline map color the three states that came into the Union while Washington was President. 2. Name on the map: The Ohio River, the Kentucky River, the Tennessee River, the James, the Potomac, and the Susquehanna rivers. Draw lines connecting the rivers east of the mountains with those west of the mountains.



CHAPTER XIV

BLAZING THE WAY TO THE PACIFIC

President Jefferson Buys Louisiana

The United States must own the Mississippi River. The Mississippi River was very important to the settlers in the West. It was the only easy way by which they could get their goods to market. They raised grain and cattle and hogs, trapped the wild animals of the forests, and shot the wild ducks and geese which covered the lakes and streams. They would load a flatboat on the Ohio, the Tennessee, or the Cumberland with flour and tallow and lard and hides and feathers and fur; and would float it down to the Mississippi and on to New Orleans. At New Orleans they would transfer the goods to an ocean vessel bound for Baltimore, New York, or Philadelphia; and finally the things that they wished to sell would reach the eastern markets.

They could not afford to carry these bulky goods to market on packhorses across the Appalachian Mountains. You see, therefore, how important it was for them to be able to get to the sea by way of the Mississippi.

Jefferson buys Louisiana to get the Mississippi. The trouble was that the United States did not own even one bank of the river all the way to its mouth. First Spain and then France owned New Orleans and the river below the city, and at any moment the owner might stop the westerners from taking their goods to the Gulf.

To prevent such a misfortune from happening to the western farmers, President Jefferson determined to buy the land along the Mississippi and around its mouth. Congress agreed to his plan, and he sent James Monroe to Paris to help Robert Livingston, our regular minister there, in trying to buy the land from Napoleon, the French ruler. At first Napoleon would not listen to Livingston and Monroe, but after a while he needed money, and one day he astonished Livingston by asking what he would pay for all Louisiana. Much haggling about the price followed. Napoleon wanted to get a good price and the Americans wanted to get Louisiana as cheaply as possible. The price was finally fixed at fifteen million dollars.

"Louisiana" meant the whole western part of the great Mississippi Valley. That land included not only the state we know today as Louisiana but eight other large states and part of four more. It spread over nearly a million square miles, an area about five times as large as France itself from whom the United States bought it.

It was a great bargain for the United States. The purchase of Louisiana made the use of the Mississippi forever safe for the western settlers; it moved the boundary of the United States westward to the Rocky Mountains; and it nearly doubled the territory of the

United States. The sum of money for which France sold this vast territory amounted to only a few cents an acre.

The United States bought Louisiana in 1803.

President Jefferson Explores the Far West

Jefferson's curiosity about the West. President Jefferson had been trying to learn about the country west of the Mississippi River for more than twenty years. He wanted to know what the land was like; what animals, trees, and plants grew there; what minerals were to be found; and what opportunities there might be for trade with the Indians.

Above all, Jefferson was interested in finding a waterway across the continent to the Pacific and Asia. He had the dream of Columbus in another form; he wanted to find a shorter route to China and the Far East. Perhaps a route across the continent could be found, he thought, which would be quicker and cheaper than the long voyage around Cape Horn. Jefferson believed that it would be possible to discover such a route by going up one river and down another and tramping a bit across the gaps between streams.

He had it all figured out: up the James, the Potomac, or the Susquehanna; then a short tramp to the streams flowing into the Ohio or Mississippi; down those streams to the Mississippi; up the Mississippi and the Missouri to the mountains; another tramp; and, finally, the Columbia River flowing into the Pacific. It looked easy on paper, but on the ground it was more difficult.

Several times in the past twenty years Jefferson had believed that he was on the point of seeing the country explored, but he had always been disappointed;

so far, it had not been explored. Now he could do what he pleased and carry out his long desire. He was President of the United States, and money and power were in his hands; the United States owned the



Signing the Louisiana Purchase Treaty, by which the United States bought about one-third of its present territory from Napoleon, emperor of France.

territory as far as the mountains, and no other nation had a right to stop the men that he might send to explore it.

The Lewis and Clark expedition. To lead the exploration of Louisiana and the Far West, Jefferson chose two army officers, Captain Meriwether Lewis and Captain William Clark.

Lewis was a Virginian, born near Monticello, the home of Jefferson. He was now, in 1803, twenty-nine years old. Jefferson had known him all his life, and trusted him. Clark was a few years older than Lewis,



Fur trappers in the Far Northwest made friends with the Indians and bought many skins from them.

and was the brother of George Rogers Clark, who won the Northwest from the English in the War for Independence.

Under Lewis and Clark were fourteen soldiers and nine Kentucky scouts and hunters. They gathered at St. Louis in the spring of 1804, loaded their supplies into three boats, and started up the Missouri River.

They traveled slowly, making maps of the country as they went. They held councils with the Indians, made notes of the plants and animals that they saw, and wrote in their diaries at night full descriptions of all the things that they had done and seen during the day.

During the winter of 1804-1805 they camped in South Dakota. The next spring, when the snow was melted on the plain, they pressed on.

Sometimes the river ran between steep, narrow banks and was so swift that the rowers had to get out of the boats and tow them with long ropes. Sometimes there were rapids and falls that the boats could not get over at all. Then the men cut down trees, sawed round blocks from the logs to use as wheels, and putting the boats on these wheels hauled them overland until they could take to the water again.

The shoes of the men wore out and they made moccasins. The sharp rocks and thorns cut through the thin deerskin moccasins and bruised and tore their feet, but there was no complaining.

Finally, after many adventures and after great hardships and suffering, they reached the very head of the Missouri River. Here it was nothing but a little brook flowing from a spring. Where they had entered the river near St. Louis it was almost a mile wide. One of the men stood with a foot on each bank of the little stream and boasted that he was big enough to straddle the great Missouri River.

Now they must cross the Rocky Mountains, find a stream on the other side, and go down it to the Pacific Ocean. Fortunately, for this part of the journey Lewis and Clark had for a guide a young Indian woman

named Sacajawea (Sac-a-ja-wé-a). She had been captured some years before from the Snake Indians, west of the Rocky Mountains, and was now the wife of one of Lewis's hunters.

It was necessary now to have horses, and to get them Lewis must find Indians, make friends, and buy horses from them. Captain Lewis started out with two men, and to his great delight had not gone more than five miles before he saw an Indian on horseback. He advanced slowly toward the horseman, holding out some presents to show that he was friendly; but when he got within rifle-shot the Indian wheeled and dashed away.

Next, Lewis and his two companions saw in the distance an Indian man, two squaws, and some dogs. Again Lewis tried to get close enough to talk and show that he was friendly, but they fled. Lewis tried to tie some presents around the necks of the dogs, but could not catch them.

After going another mile the white men found three squaws who did not run. Lewis gave them presents and proved to them that he was friendly. They then led him to their camp. Just as they arrived sixty warriors dashed up with bows and arrows drawn, but the squaws ran in front of the white men and held up their presents to show that Captain Lewis wished to be friendly.

The warriors smoked the peace pipe, and then returned with Lewis to meet Captain Clark, who was coming along with the main party. One of the chiefs turned out to be Sacajawea's brother.

Getting horses and guides from the Snake Indians, the explorers pushed on through the mountains and

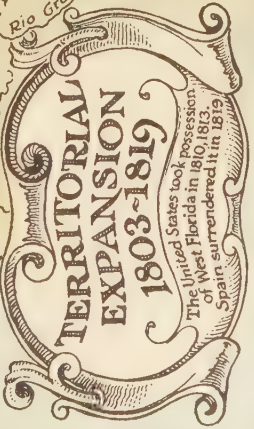
down to the Columbia River, where they built boats again and floated easily to the river's mouth. On November 8 they were in sight of the ocean, and Clark wrote in his diary: "Ocean in view! Oh! the joy!"



Sacajawea, an Indian girl, served as guide to Lewis and Clark when they crossed the Rocky Mountains on their trip through the northwest wilderness to the Pacific Ocean.

The party wintered at the mouth of the Columbia River, and in the spring started the return journey to St. Louis.

On September 23, 1806, they came again to St. Louis. With the loss of only one man, who died of sickness a few weeks after they started, they had traveled eight thousand miles through wild country



never before explored. Much of this northwest wilderness had never before felt the tread of a white man's foot.

The importance of the Lewis and Clark expedition. The effect of the Lewis and Clark expedition was much like the effect of the early Spanish explorations. It opened up the geography of a vast, new region that the white people had not previously known. The explorers noticed, in particular, that the whole region swarmed with valuable fur-bearing animals, and this discovery soon led many trappers and Indian traders into the country.

The wanderings of the fur trappers to and fro further increased the white people's knowledge of the country. The hunters discovered the easiest passes across the mountains and the easiest routes to travel from place to place. They prepared the way for the settlement of the Far Northwest as Daniel Boone had prepared the way for the settlement of Kentucky.

As a reward for Lewis's services President Jefferson appointed him governor of the Territory of Missouri. He held the office until his sudden death in 1809. Later, Clark, too, was governor of Missouri. He was appointed by President Madison and continued in office by President Monroe.

Lieutenant Pike explores the Southwest. President Jefferson's interest in the Far Southwest was almost as keen as his interest in the Northwest. He gathered information about it for many years. He collected books and pamphlets and maps about it, and wrote to everybody who could tell him anything about the region. One of his news gatherers was Philip Nolan, a daring young man of Natchez, Mississippi, who was

killed by Spaniards while hunting wild horses in Texas.

Just before Lewis and Clark got back to St. Louis in the fall of 1806, some Osage Indians came to St. Louis to see General Wilkinson. After their visit was over they said they were afraid to go back alone to their homes in western Kansas. General Wilkinson therefore ordered Lieutenant Zebulon Pike to escort them home and protect them from their enemies.

After getting the timid red men safely back to their wigwams, Pike continued his march westward until he was stopped in Colorado by the tall snow-capped Rockies. He discovered Pike's Peak, which was named for him, and then turned southward to Santa Fé.

Both Colorado and New Mexico then belonged to Spain, and the Spanish government feared and distrusted foreigners. Pike was arrested at Santa Fé and started to Mexico City under guard.

Though Pike told the Spaniards that he was a friendly explorer, they would not at first believe him. Later, however, they changed their minds, set him free, and allowed him to return to St. Louis through Texas and Arkansas.

Pike's diaries were soon published, and we may be sure that Thomas Jefferson read them eagerly. They told about the geography of the Southwest, just as the reports of Lewis and Clark had told of the Northwest.

Pike's visit to Santa Fé led later to an important trading business between the merchants of St. Louis and the merchants of Santa Fé. At first long trains of pack horses carried the goods, but when their hoofs had beaten out the Santa Fé Trail, covered wagons took their place.

The United States gets Florida. In 1819 President James Monroe finished the job that he had begun when he bought Louisiana for President Jefferson in 1803. He got Florida from Spain. The United States now owned



Thomas Jefferson arriving at the White House. At that time the city of Washington had been planned, but little had been built. The White House stood in open fields, not among the parks, broad streets, and buildings that surround it today.

all the vast territory from the Atlantic Ocean west to the Rocky Mountains, south of the Canada boundary.

Thomas Jefferson had the pleasure of knowing before his death on the Fourth of July, 1826, that the western boundary would in all probability soon extend to the Pacific Ocean. We shall learn in later chapters of this

book how Jefferson's dream came true, how the United States spread the rest of the way from ocean to ocean.

The Story of the Chapter

As long as a foreign country owned the mouth of the Mississippi River it might keep the American settlers in Kentucky and Tennessee and Ohio from sending their goods down the river to market. In order to get possession of the Mississippi River, President Jefferson bought Louisiana from France in 1803.

President Jefferson wanted very much to find an easy way across the continent to the Pacific Ocean, and so he sent Lewis and Clark to explore Louisiana and the country beyond the Rocky Mountains. They went up the Missouri River to its head and then crossed the mountains and went down the Columbia River to its mouth. When they returned, they told of the many wild animals that they had seen during their journey, and fur trappers and Indian traders soon began to go into the Far West, blazing the way to the Pacific Ocean in the same way that Boone and the earlier pioneers had blazed the way to the Mississippi. While Lewis and Clark were exploring the Far Northwest, Lieutenant Pike was exploring the Southwest, which still belonged to Spain.

In 1819 President Monroe obtained Florida for the United States.

Questions and Exercises

1. Make a list of the different kinds of goods that the western settlers had for sale. How did they get their goods to market?
2. Why did President Jefferson buy Louisiana? What price did he pay for it? Was the Louisiana Purchase a bargain? Why?

3. What President got Florida for the United States? What part had he had in buying Louisiana? From what country did the United States get Florida?

4. Tell the story of the Lewis and Clark expedition. Read in your library encyclopedias about the lives of Lewis and Clark. How long were they in making the trip to and from the mouth of the Columbia River? How far did they travel? What was the importance of their expedition?

5. Tell the story of Pike's expedition to the Southwest. What was its importance?

Map Work

1. Look at the map and make a list of the states that were made out of the Louisiana Purchase. 2. Mark on the map the different rivers that President Jefferson thought travelers could use in going from the Atlantic to the Pacific.

Dates to Remember

1803, the purchase of Louisiana from France.

1819, the purchase of Florida from Spain.



CHAPTER XV

OUR SECOND WAR WITH ENGLAND

England Mistreats the United States

England searches American ships. About the time that Jefferson became President of the United States, England got into a war with France. Then England, in order to injure France, tried to stop everybody from trading with France. In order to keep American ships from carrying food and war supplies to France, commanders of English warships made a practice of stopping vessels flying the Stars and Stripes, and searching them. If the English commanders found a ship on the way to France, they took it to England.

James Madison was then Jefferson's Secretary of State, and many times he and Jefferson sent word to the English government, warning it to leave our ships alone. They said that English warships had no right to search vessels flying the American flag, but England kept on stopping our ships and paid no attention to Jefferson and Madison.

England takes sailors from American ships. Another troublesome thing that England did was to have the

commanders of its warships stop American vessels to see if they had any Englishmen among the crews. England needed sailors for its vessels. If the officers found any English sailors on American ships, they took them off and put them to work on English ships.

Madison and Jefferson protested many, many times against this practice. They said that the waters of the ocean were like a public road and that the ships of all nations had the right to sail the open sea without being stopped.

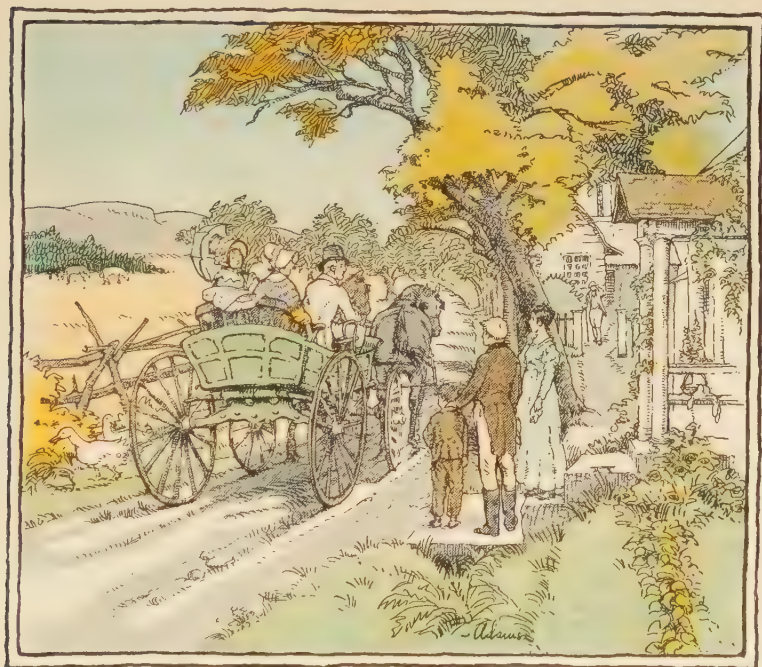
To make matters worse, the English officers sometimes took American sailors and made them work on English ships. The trouble was that sometimes they could not tell whether a sailor was an American or an Englishman.

The worst case of this sort happened toward the end of President Jefferson's second term in the White House. In this case the English man-of-war *Leopard* stopped the American warship *Chesapeake*.

Commodore James Barron, commanding the *Chesapeake*, stopped when the English vessel signaled him, because he understood that the commander of the *Leopard* wanted to give him some mail. Instead, however, a young English officer came on board and demanded four sailors who, he said, had deserted from the English navy.

When Commodore Barron would not give them up, the *Leopard* fired a broadside and disabled the *Chesapeake* before Barron could get ready to fire a shot. Then the English officer returned and got the four men, while the badly damaged *Chesapeake* limped back into harbor for repairs.

Jefferson and Madison try to avoid war. Nearly everywhere the American people now insisted on going to war against England. It was bad enough, they said, for England to search vessels that were carrying freight across



The war news spread slowly in 1812. Without newspapers or radio, people in small towns and in the country learned only what news they could get from passersby.

the ocean under the American flag. It had no right to do that; but its attack on a warship of the United States was the same as an attack on our President himself; it was an insult that nothing but war could wipe out.

President Jefferson, however, still believed that without going to war he could make England stop mis-

treating the United States. Jefferson went out of office in 1809, and Madison became President. The quarrel with England still went on, but the tide was about to turn.

The "War Hawks" declare war. In December, 1811, a remarkable group of young men went to Congress for the first time. John C. Calhoun of South Carolina and Henry Clay of Kentucky were among the leaders of these young members of Congress. Daniel Webster, later of Massachusetts, came in the next session, and for nearly forty years these three great men shared all the honors that Congress could give them.

This group of young congressmen were proud of their country, they were proud of its strength and they wanted war. The old members of Congress called them "War Hawks," and still tried to keep out of war, but the War Hawks kept shouting, "War, war;" and on June 18, 1812, Congress voted for war.

If the War Hawks had waited a few weeks longer, the war could have been avoided, for England had already agreed to quit stopping ships and taking sailors. But it took six weeks for news to cross the Atlantic in those days and the War Hawks did not know that they had won their point before the war began.

The War of 1812

The brilliant work of the navy. The wonderful fighting of the little American navy was a surprise to everybody.

The United States had only sixteen warships when the war began. They could do nothing in battle, of

course, against England's giant fleet; but they put out to sea at the beginning of the war, and sailed around, each one alone, looking for enemy ships.

Each ship had to take care of itself. When the commanders sighted an enemy that they dared not meet, they ran; but ships of their own size they fought.

The most famous American vessel was the *Constitution*. The people called it "*Old Ironsides*." In August, 1812, it wrecked the British ship *Guerriere* after a battle of only thirty minutes. In December, 1812, it captured the *Java*. And throughout the war it won every battle that it fought.

The unfortunate *Chesapeake* was captured, after a duel in which Captain James Lawrence, its heroic commander, was mortally wounded. Lawrence died, murmuring with his last breath, "Don't give up the ship!"

But the odds were too great on the ocean. The English ships were too strong for the weaker American navy, and there were too many of them. Before the end of the war, all but one or two of the gallant American vessels were captured or "bottled up."

On Lake Erie and Lake Champlain, however, the little American fleets won great victories, and kept the British from sending armies from Canada.

In September, 1813, Captain Oliver Hazard Perry captured the entire British fleet of six vessels in Lake Erie. He reported his victory in one sentence: "We have met the enemy and they are ours." Perry was then only twenty-eight years old.

The hero of Lake Champlain was Captain Thomas MacDonough. In 1814 he defeated the British fleet of

sixteen vessels at Plattsburg, New York, and saved New York from invasion. Captain MacDonough was a young man only thirty years old at the time.



After many hard battles the British commander surrendered his entire fleet on the Great Lakes to the American commander, Captain Oliver Hazard Perry.

The failure of the war on land. Neither the Americans nor the English did good fighting on land. Three times our armies tried to go into Canada. Each time they failed. The English were equally unsuccessful in their efforts to break into the United States from Canada.



THE WAR OF 1812
SHOWING STATES ADMITTED TO 1812

In August, 1814, the English used their powerful navy to land an army on Chesapeake Bay. The army marched against Washington. President and Mrs. Madison hastily fled. Congress had already fled. The British marched into the city without firing a shot. They set fire to the White House, the Capitol, and other public buildings, destroyed many valuable papers, and then left.

The English then tried to take Baltimore. Their commander vowed that he would winter in Baltimore, even if it "rained militia," but he failed. His ships could not get close enough to the city to batter it down with their guns. He kept up a bombardment all one night, and then gave it up.

It was during the bombardment of Baltimore by the English fleet, that Francis Scott Key, an American prisoner of war on one of the English ships, wrote *The Star Spangled Banner*.

Andrew Jackson wins the Battle of New Orleans.

The last battle of the war on land was fought near New Orleans, January 8, 1815. This battle gave General Andrew Jackson the name of being a great soldier. Peace had been signed by the English and American representatives in Europe three weeks before the Battle of New Orleans, but the news had not reached America.

In the Battle of New Orleans Jackson, with five thousand men, defeated eight thousand of the best soldiers in the English army. His Kentucky and Tennessee riflemen mowed down the charging English by hundreds. The English lost all of their generals, seven hundred men killed, fourteen hundred wounded, and

five hundred prisoners. Jackson lost eight killed and thirteen wounded. For his success in the Battle of New Orleans, and because of his rapid marches and tough endurance in Indian campaigns, Jackson was called "Old Hickory."

The Battle of New Orleans had no effect on the war, of course, because peace had already been signed and the war was over, but it gave the Americans a feeling of great pride. They had crushed a strong English army, the best that England could send against them. They knew that their country need never again fear to fight when its cause was just.

The peace treaty. The peace was signed on Christmas eve, December 24, 1814. This treaty marked the end of the second war of the United States with England. It is to be hoped that there will never be another.

The Story of the Chapter

In 1803, the same year that President Jefferson bought Louisiana, England got into a war with France. During the war English warships captured many American vessels which were carrying food and war goods to France. They also stopped American ships on the ocean and took sailors from them to sail their own ships. Both President Jefferson and President Madison tried to get England to let our ships alone, but it kept right on taking ships and sailors.

Finally, in 1812, Congress declared war against England. The war lasted two years and a half. The American armies tried to take Canada and failed. The English armies tried to invade the United States and

failed. The most famous battle of the war was the Battle of New Orleans. In this battle General Andrew Jackson, of Tennessee, with about five thousand men, defeated an English army of eight thousand men.



General Andrew Jackson's victory at New Orleans. The Battle of New Orleans would never have been fought if there had been cable or radio to carry the news that peace had already been signed.

Commodore Perry fought the most famous naval battle of the war on Lake Erie. In this battle he captured the whole English fleet.

Questions and Exercises

1. Why did England wish to keep American ships from carrying goods to France? Why did England take sailors from our ships?

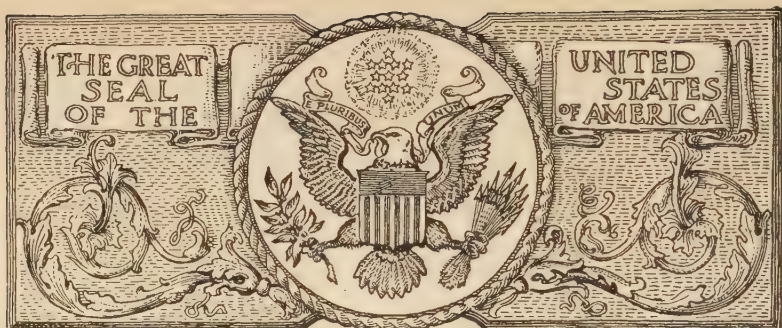
2. Choose one of the following subjects and write a letter to your teacher telling about it. The Battle of New Orleans. The Battle of Lake Erie. The battle between the *Leopard* and the *Chesapeake*.
3. Tell the story of the American navy in the War of 1812.
4. Which would you rather have been: Oliver Hazard Perry, Thomas MacDonough, or James Lawrence? Why?
5. Who were the "War Hawks"?
6. Write a short story of the life of Andrew Jackson. Why was he called "Old Hickory"?
7. How was the "Star Spangled Banner" written?

Map Work

1. Locate on an outline map: Washington, Baltimore, New Orleans, Lake Erie, and Lake Champlain.

Date to Remember

1812, our second war with England.



CHAPTER XVI

THE UNITED STATES GROWS UP

Americans Learn to Use Machines

The beginning of American factories. The War of 1812 taught the people of the United States to live at home—to get on without buying from Europe. Before the war most of our people made their living by some sort of farming. They raised crops and shipped what they did not use to Europe, mostly to England. In Europe they exchanged their farm stuff for factory-made goods. They bought fine cotton, linen, and woolen cloth; fine gloves, furniture, and tools.

Of course there was always a good deal of spinning, weaving, and shoemaking in the colonies. Men made some furniture and tools at home. But the people bought most of their fine things in Europe.

The war put a stop to our trading with Europe. We could no longer send our crops to Europe nor bring fine manufactured goods from Europe. What was to be done?

There is a saying that “Necessity is the mother of invention.” The saying means that people who can-

not get what they want in any other way must find a way to make it, and that is what the Americans now did. They built factories and began to make for themselves the things that they had been buying in Europe.

At first the American factories gave most of their time to making three things: cotton cloth, woolen cloth, and things made of iron, such as tools, machinery, pots, kettles, and other household articles.

England tries to ruin the American factories. After the war was over, the American factories had a hard time, because English merchants and factory owners tried to put them out of business. Englishmen wanted to keep on selling their own goods to the Americans, and they fought the American factories in two ways.

First, they refused to sell the Americans any factory machinery. England was the greatest clothmaking country in the world. Its machinery was the best and its factory hands were the most skillful. The Americans would have been glad to buy machines in England; but as the English refused to sell machines, the Americans kept on making their own machines and learning to make them better and better until they became as good as the English machines. Soon factory hands in the United States became as skillful as the English workmen.

The second way in which the English merchants and factory-owners fought the American factories was to ship great quantities of goods to America and sell them below cost. This scheme was about to ruin the young American factories, for people like a bargain. They bought the cheap English goods, and in that way helped England fight the American factories. Of course,

the American factories would have to close their doors and go out of business if they could not sell their goods.

To save the American factories from being put out of business, Congress passed a law putting a heavy tax on goods brought into the United States from foreign countries. The tax raised the price of the English goods so high that people went back to buying the goods of the American factories.

Soon many millions of dollars were being invested in American factories and hundreds of thousands of men, women, and children were making their living by running the factory machines.

Other thousands of men were engaged at the same time, of course, in raising the cotton and wool and mining the iron and making the machines with which the factories worked.

Thus the War of 1812 was in some ways a good thing for the United States. It made the Americans learn to live at home. They had always been able to raise all the farm stuff that they needed. Now they were able also to do their own manufacturing.

The cotton gin. The factories for making cotton cloth could never have been started, if a machine called a cotton gin had not been invented.

Very little cotton was raised in the United States until after the gin was invented. It was so slow and costly to get the seed out of the cotton by hand that farmers could not make money by raising cotton. It is said that a slave working all day could pull but a pound or two of cotton off of the seed.

In 1793, Eli Whitney, a young Massachusetts school teacher, was spending the winter teaching the chil-

dren on a plantation near Savannah, Georgia. Talking one day about cotton raising, somebody said what a fine thing it would be if a machine could be made which



Slaves picking cotton on a southern plantation.

would get the seed out of the cotton. Such a machine would save much time and labor, and would make cotton raising a paying business.

The idea of making such a machine took hold of young Whitney's mind. His father had a machine shop in Massachusetts, and Eli had worked in the shop when he was a boy. He was handy with tools. So he set to work and within a few weeks he had made a machine that ginned fifty pounds of cotton a day.

This machine solved the problem. Whitney and other inventors made improvements which soon made it possible for one machine to gin a thousand pounds a day. Cotton raising immediately jumped to a leading place in southern farming. Many planters began to raise almost nothing to sell but cotton.

Two years before Whitney invented the gin, the South shipped only thirty-four hundred bales of cotton to Europe. Ten years after the gin began to be used, sixty-seven thousand bales were sent to Europe. These figures show how fast the raising of cotton increased after the invention of the gin. All the cotton was raised in the South because cotton will not grow in a cold country.

After the War of 1812 the southern planters shipped much of their cotton to the northern factories instead of to Europe.

The important effect of the factories. It was good for the people of the United States to be able to make what they needed and to live independently of the rest of the world. From now on Americans could not only raise the farm crops that they needed; they could also make their own clothing, their own tools and machinery, and their own war materials in case of war. They had within their own territory all the things that the people needed to live comfortably in peace or to fight successfully in war. Few nations are so fortunate.

The United States Warns Europe

James Monroe. James Monroe was the fifth President of the United States. The four Presidents who had served before him were Washington, John Adams,

Jefferson, and Madison. Adams was from Massachusetts. The others were from Virginia, and Monroe was from Virginia, too.

Monroe was born April 28, 1758. When the War for Independence began he was a student at William and Mary College. He left college to join the army. He was with Washington at the battle of Trenton and attracted attention there by his bravery. He was wounded at Trenton and left the army for a time but returned when he recovered from his wound and fought bravely in many battles.

After the war he served in the Continental Congress, was twice Governor of Virginia, and was sent to both France and England to represent the United States as minister. For four years he was in the United States Senate, and while Madison was President he was Secretary of State and then Secretary of War. He knew all the work of the government.

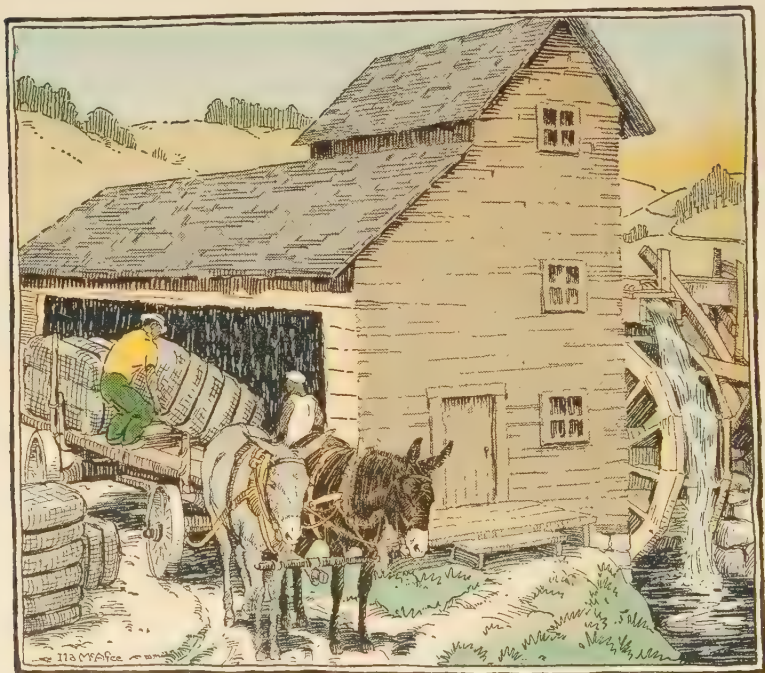
Monroe was so successful in pleasing all parts of the country during his first term in the Presidency (1817-1821), that he was reëlected with only one vote against him. His second term was even more successful than his first, and was called the "era of good feeling."

President Monroe's most famous act was a message he sent Congress, December, 1823, warning European governments not to interfere in American affairs. This warning is called the Monroe Doctrine.

The story of the Monroe Doctrine. The reason for President Monroe's message was this: Mexico and South America had just gained their independence from the king of Spain. Several of the other kings in Europe were planning to help the king of Spain get

them back in his power so that he could rule them. When President Monroe heard what these kings were planning, he announced the Monroe Doctrine.

The Monroe Doctrine warned European rulers that they must not take any more land in America and that



An early cotton mill. After the invention of the cotton gin, more and more mills were built, and more and more cotton was raised.

they must not disturb the governments of Mexico and South America and Central America. He said that they must let the people of those countries govern themselves in any way they pleased.

The United States grows up. By the end of President Monroe's second term we may say that the United

States was a grown-up nation. It could raise its own food. It could manufacture its own goods. It could hold America for the Americans and for the people of other countries who wished to come to America and be American citizens.

The Story of the Chapter

Even after Washington and his brave soldiers won the independence of the United States in the first war with England our country was weak, like a little child that can hardly stand alone. Most of the American people were farmers. There were no great factories in the country as there are today. Merchants shipped farm goods across the ocean and brought back from Europe, cloth, hats and gloves, furniture, tools, and a great many other things which were made by European factories.

While the second war with England was going on, the Americans began to build factories and make their own factory goods. Our country was growing up. It was learning to stand alone. The people were learning to depend upon themselves. They were learning to raise on the farms and make in the factories everything that they had to use. For a long time the most important factories were those that made cotton and woolen cloth. But it was the invention of the cotton gin by Eli Whitney in 1793 that made the cotton factories grow rapidly in size and number.

While Monroe was President he sent out a message telling the European governments to let all the American countries alone. His warning meant: "America for the Americans."

Questions and Exercises

1. Why did Americans build factories and begin manufacturing during the War of 1812? Why did England want to run these American factories?

2. How did our government help the factories to keep England from ruining them?

3. Make a list of as many things as you can that were made in the early American factories.

4. Write a letter to your teacher telling why it is a good thing for a country to be able to raise and make everything that its people need.

5. Tell the story of the invention of the cotton gin. What effect did the cotton gin have on farming and manufacturing in the United States?

6. How did President Monroe come to issue the Monroe Doctrine? What did his motto "America for the Americans" mean? Have other nations heeded the Monroe Doctrine?

Dates to Remember

1793, the invention of the cotton gin.

1823, the Monroe Doctrine warns European governments to leave American countries alone.



CHAPTER XVII

THE RULE OF ANDREW JACKSON

From a Log Cabin to the White House

The son of an Irish farmer. Andrew Jackson was the son of Irish parents who came to America just two years before he was born. They settled in the western hills, almost on the line between North Carolina and South Carolina, and there, after his father's death, Andrew grew up in the home of an aunt with whom his mother went to live.

We have already seen Jackson winning the battle of New Orleans. He fought his first battle in the War for Independence before he was fourteen. A few months after this first battle, he and his brother Robert were captured by a band of English cavalry soldiers. The commander ordered Andrew to shine his boots. The boy replied that he was a soldier and a prisoner of war, and refused. The cruel officer struck him over the head with his sword and cut a gash from which Jackson carried the scar to his grave.

When Jackson was nineteen he moved westward to Tennessee. He settled at Nashville and began to prac-

tice law. He was successful and popular. The people liked him and elected him to many offices, but he was above all other things a soldier, and liked to lead soldiers. He became a general during the War of 1812.

Jackson a marked man. After the battle of New Orleans General Jackson was the military hero of the country. Everybody admired him and talked about him; and he gave them a good deal to talk about.

During an Indian war in 1818 he chased a band of Creek and Seminole Indians into Florida, which then belonged to Spain. He captured a Spanish fort in Florida, burned Indian villages, and hanged two Englishmen whom he found among the Indians, because he believed they had been helping the Indians to make raids into Georgia and Alabama.

Spain demanded that he be punished and dismissed from the army for going into Spanish territory. England complained about the death of the two Englishmen. The country hummed with excitement; the papers were filled with talk of war.

But our government would not punish Jackson and it would not dismiss him from the army. Finally England was satisfied with apologies and explanations, and Spain sold Florida to the United States. Then President Monroe appointed Jackson governor of Florida. In 1823 Tennessee sent him to the United States Senate, and the next year made him a candidate for the presidency.

Jackson elected President in 1828. Andrew Jackson first became a candidate for the presidency in the election of 1824, but failed. The election was won by John Quincy Adams of Massachusetts.

Adams had already held many high offices in the government, and was an able President. But Jackson disliked Adams and immediately decided to run for the presidency again in the next election.

The people of the West wanted Andrew Jackson.



Frontier settlers built their cabins near together and made a strong stockade of heavy logs around their little village.

They said they were tired of Presidents from the old states. They wanted "a man of the people," one from the West who would give the people their rights. "Old Hickory" was the man for them—and he was! When the votes were counted, Andrew Jackson had most of the votes and was elected President. Two years later John Quincy Adams was elected to Congress from

Massachusetts, and served in that office for seventeen years. He died at Washington in 1848.

The people went wild with joy, and flocked to Washington by thousands to see their hero go into office. They crowded the streets of the capital in their coon-skin caps and ill-fitting homespun clothes; and they swarmed through the White House, shouting loud greetings and wiping their muddy boots on the expensive carpets.

Fashionable people in Washington looked on with surprise, and shrugged their shoulders in amusement. With a backwoods Indian fighter in the presidency, and a plain, motherly woman for his wife, there would be no more fine parties at the White House, they said, and Washington society would be very dull indeed.

Sober business men and shipowners, bankers and manufacturers shook their heads in doubt. They knew that although Jackson was entirely honest, he knew little about business. They feared that in his efforts to help all the people he might do things that would upset business conditions and bring on lean, hard times.

But, although Jackson was the friend of the farmers, the factory hands, and other working people, he knew that the interests of the business men must also be looked after. He considered himself the President of all the United States, not the President of one class of people or of a single section of the country. He believed that the laws should be enforced everywhere.

Government for the People

Jackson's motto, "Let the people rule." Jackson believed in a government "for the people, by the people."

He meant by these words a government that would always work to help the people, and in which people of all classes should share the offices. He believed, too, that nobody should hold a public office for a long time, but that the government jobs should change often in order to give more men a chance to hold them. His favorite motto was, "Let the people rule."

Jackson saves the public lands for the people. In carrying on "government for the people" Jackson decided that the land that the government owned should be sold only to settlers who wanted homes and farms for their families.

It had been the government's practice to sell its land to whoever would offer the most money for it. Jackson found that some rich men were getting much of the choicest government land, because they could offer to pay more for it than home seekers could afford to pay. Jackson stopped this practice and kept the land in the hands of the government to be sold for homesteads.

Jackson moves the Indians to the Indian Territory. Jackson helped the home-seeking settlers in another way by moving the Indians from the states east of the Mississippi River to the Indian Territory, now the State of Oklahoma.

The Cherokee, Choctaw, Creek, and Chickasaw Indians claimed many million acres of land in the four states of Georgia, Alabama, Mississippi, and Tennessee. By moving the Indians Jackson freed these lands for white settlers. Years later, coal and oil were discovered in the Indian Territory, and some of the grandchildren of the Indians that Jackson moved became very wealthy.

The end of Jackson's presidency. The people liked Jackson's idea of "government for the people, by the people," and showed that they did by keeping him in



Indians got petroleum from oil-covered pools by dipping a blanket and wringing it into a bowl. They used petroleum as medicine long before white men found hundreds of uses for it and built oil wells to pump it from the ground.

the presidency for two terms. When he left the White House and returned to his Tennessee plantation, men from all parts of the country paid him honor.

He continued for eight more years to be a leader in politics. Men visited him at the Hermitage to get his views on public questions, and candidates running for office always tried to get him to help them, for

they knew that Jackson's backing would get votes for them.

Jackson died in 1845, and most of the great men with whom he played his part on the stage of American history soon followed him to the grave. His old enemy, John Quincy Adams, died in 1848, Calhoun in 1850, and Henry Clay and Daniel Webster in 1852. New problems were facing the country, and new leaders must solve them. These men of Jackson's time did not always agree with one another and work together, but each did what he thought was right, and they wore themselves out in the service of their country.

Jackson's Successors in the Presidency

We cannot tell the whole history of our country in this little book. We can tell only the most interesting and most important parts of it. For the next twenty-four years after Jackson went out of office the Presidents were good men, but we need not read about them here. You can learn who they were from this list:

Name	In Office	Elected from
Martin Van Buren	1837-1841	New York
William H. Harrison	March 4, 1841- April 4, 1841	Indiana
John Tyler	April 4, 1841-1845	Virginia
James K. Polk	1845-1849	Tennessee
Zachary Taylor	1849-July 9, 1850	Louisiana
Millard Fillmore	July 9, 1850-1853	New York
Franklin Pierce	1853-1857	New Hampshire
James Buchanan	1857-1861	Pennsylvania

The Story of the Chapter

Andrew Jackson was the son of a poor Irish farmer. He became a famous man when he won the Battle of

New Orleans against an English army nearly twice as large as his own. Everywhere, in all parts of the United States, the people admired and talked about him but he was especially popular in the West. The people called him "Old Hickory".

When Jackson became President in 1828, he tried to run the government for the benefit of the people. His motto was: "Let the People Rule." He gave government offices to many people who had never held office before. He stopped the sale of government land to rich business men because he wanted to save it for poor people who needed it for farms. He got Congress to set aside the Indian Territory in what is now the state of Oklahoma as a home for the Indians. Then he moved large tribes of Indians into the territory so that white settlers could move into the Indian lands in the old states. He sometimes used bad judgment and did things that he ought not to have done, but he tried always to help the people, and they were grateful to him.

Questions and Exercises

1. Make a list of the Presidents before Andrew Jackson. Beside the name write the state from which each came.
2. What do you think Jackson meant by his motto, "Let the People Rule"?
3. Why did Jackson stop the sale of government land to rich business men? Was he right in doing so? Give reasons for your answer.
4. Why did Jackson move the Indians into Indian Territory? What is the name of that territory now?
5. Imagine that you were at the White House when President Jackson gave his first reception, and write a letter to a friend telling what happened.



CHAPTER XVIII

EXPANSION TO THE PACIFIC; THE SETTLEMENT OF OREGON

Frontiersmen and Fur Traders Lead the Way

The Westward Movement across the continent. In Chapter XIII we read the story of the westward march of American pioneers. First they moved slowly up the river valleys from the Atlantic Ocean to the Appalachian Mountains. Then they crossed the mountains into Kentucky, Tennessee, and Ohio. The movement never stopped.

Always a line of restless frontiersmen like Boone were seeking "elbow room" farther west. Loading their few household goods on a packhorse or two, shouldering their rifles, and whistling their dogs around them, they would leave their cabins empty and trudge farther into the woods. Their wives and children followed the frontiersmen, sometimes on horseback, sometimes on foot.

Behind them came another line, pushing into the cabins and little clearings which the frontiersmen left vacant. This second line was made up of men and women and children who had come to stay. They made the



Frontiersmen going westward loaded their household goods on pack-horses and traveled across prairies and through forests. They found traveling difficult, for there were no roads or bridges at that time.

cabins larger and more comfortable; they widened their small clearings; and settled down to "grow up with the country."

The movement went on continuously like waves on the sea-shore. Each new wave carried the pioneers a little farther westward. The permanent settlers would come up on the heels of the frontier hunters and trappers and the frontiersmen would move farther west. Then another wave of settlers would crowd them and they would move again.

By the time that Andrew Jackson became President (in 1829), this Westward Movement had carried the line

of settlements beyond the Mississippi River, and had brought eleven new states into the Union. In about fifty years' time, the old Union of thirteen states that won independence from England had grown to twenty-four.

Where could the frontiersmen, the trappers and the fur traders go next, now that the country was becoming settled? Their eyes had long been turned to the



Building a home in the wilderness was no easy task for the frontiersman. These early homes, made from logs chopped in the forests, were usually located near a stream or lake.

Far Northwest, to the Oregon country, that distant land which President Jefferson had sent Lewis and Clark to explore.

The fur traders lead the way to Oregon. In all the United States, the man most keenly interested in the Lewis and Clark expedition was President Jefferson. Next to him, perhaps, was John Jacob Astor, a far-sighted merchant of New York City, who came to the United States from Germany about the time the War for Independence was ended.

When Astor read the reports of Lewis and Clark he formed a plan to build a fur-trading house at the mouth of the Columbia River. He carried out his plan and named the settlement that he made there Astoria.

Astor gave up his settlement at Astoria during the War of 1812. When the war was over he did not go on with his plans, but other trappers visited the Oregon country and told of its beauties. They described it as a wonderful country with a fine climate and fertile lands, with lofty mountains and green valleys, with great forests and running streams filled with game and fish.

Here was a glorious country! The stories of Oregon set the blood of old frontiersmen dancing in their veins. Boone, on the very edge of western settlement in Missouri, heard the tales, and his old heart ached to take the trail to the distant land that seemed more beautiful than Kentucky had seemed in his youth. Death stopped the wanderings of Boone, but the fur traders continued to bring back their tales. They were preparing the way for the settlement of Oregon.

Missionaries follow the fur traders. While Andrew Jackson was President, some Indians from Oregon came

to St. Louis and begged for missionaries to come and teach them the white man's "Book of Heaven," the Bible.

In answer to their prayer, the Methodist Church sent out to Oregon the Rev. Jason Lee, accompanied by his wife, his nephew, and several others. The next year the Presbyterian Church sent Dr. Marcus Whitman to build a mission. These two missionary churches were the beginning of the American settlement of Oregon.

Settlers follow the missionaries. After spending a few years in Oregon, Lee returned to New York, and all the way across Illinois, Indiana, and Ohio he talked to people about the delightful climate and the wonderful farming land of Oregon. The newspapers began to publish stories about Oregon. Very soon people began to talk of going to Oregon.

Nearly a hundred emigrants went out in 1842. The next spring a great party collected at Independence, Missouri, ready to "jump off" as soon as the snow melted.

Marcus Whitman guides the emigrants to Oregon. It happened that Marcus Whitman had been to New York during the winter on business for his church and was returning in the spring to Oregon. He had already crossed the continent four times, twice each way, and knew the best route. When the leaders of the emigrants learned that he was at Independence in the spring of 1843, they begged him to guide the party.

Whitman was glad to lead the travelers, for he wanted to see Oregon settled. He had long believed it possible to open a wagon road all the way to Oregon, and here was his chance to prove it. He did prove it, and the next year a larger party of settlers went to Oregon.

Scenes on the Oregon Trail

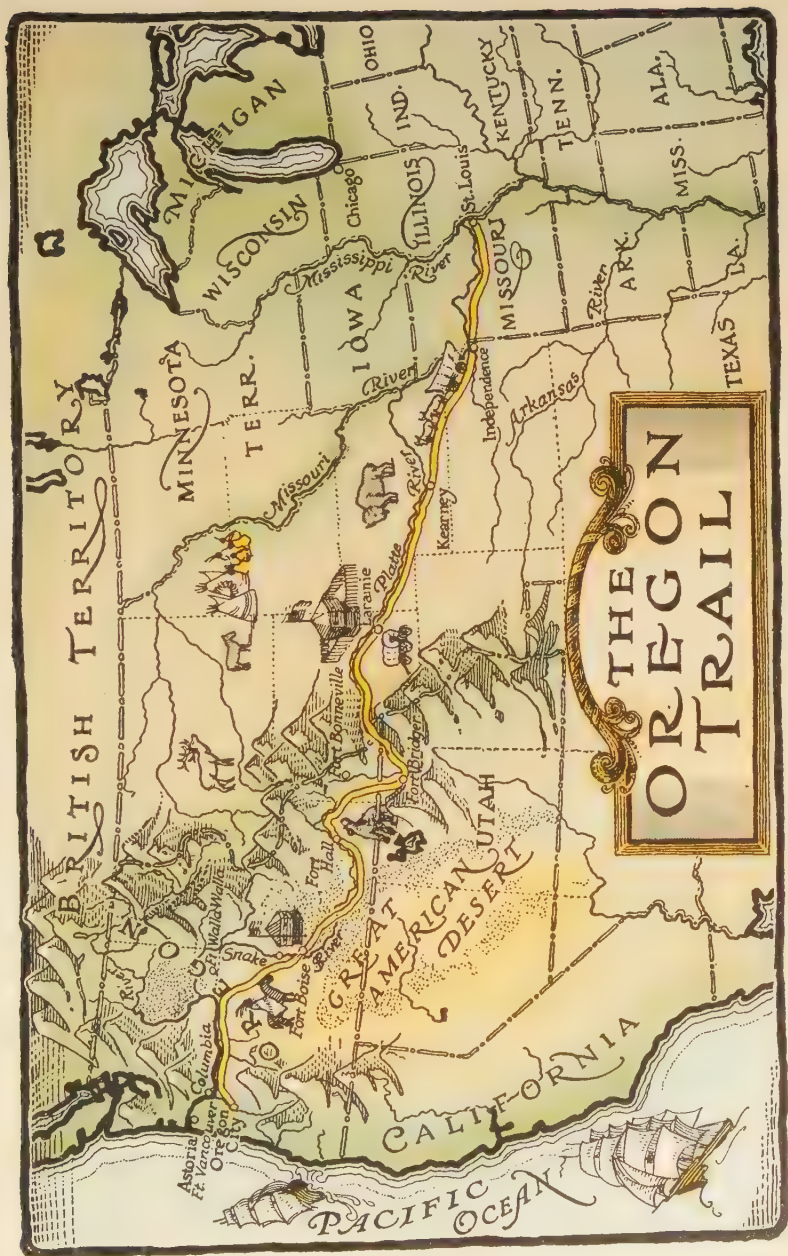
The start. Francis Parkman, a great historian and a charming writer, once made a trip half way to Oregon and wrote a book which he called the *Oregon Trail*.



Most of the westward-bound pioneers made the long, hard trip across the continent in covered wagons drawn by oxen. Because there were no stores or inns along the way they had to carry all the provisions that they needed and to prepare their own food.

In it he told of how the emigrants traveled to the Oregon country, and of the various things that happened on the way.

Parkman first describes the scene at Independence, Missouri, just before the spring "jump off" for Oregon began:



"There was a great hammering and banging from a dozen blacksmiths' sheds, where the heavy wagons were being repaired, and the horses and oxen shod. The streets were filled with men, horses and mules. While I was in town, a train of wagons from Illinois passed through, to join the camp in the prairie, and stopped in the main street.

"Dozens of healthy children's faces were peeping from under the covers of the wagons. Here and there a girl was seated on horseback, holding over her sunburnt face an old umbrella or a parasol, once gaudy enough, but now much faded. The men, very sober looking countrymen, stood about their oxen."

The Kansas Indians. Parkman describes a visit that he received from an old Kansas Indian:

"Scarcely were we seated when a visitor came up. This was an old Kansas Indian. His head was shaved and painted red, and from the tuft of hair remaining on the crown dangled several eagle's feathers and the tails of two or three rattlesnakes. His cheeks, too, were covered with red paint, his ears were adorned with green glass earrings; a collar of grizzly-bears' claws hung around his neck, and several large necklaces of wampum hung on his breast.

"Having shaken us by the hand with a grunt, the old man, dropping his red blanket from his shoulders, sat down crosslegged on the ground. We offered him a cup of sweetened water, at which he said "Good." He was beginning to tell us how great a man he was, and how many Pawnees he had killed, when suddenly a strange looking crowd appeared wading across the creek towards us.

"They filed past in rapid succession, men, women, and children: some were on horseback, some on foot. Old squaws, mounted astride of shaggy, thin little ponies, with perhaps one or two snake-eyed children seated behind them, clinging to their tattered blankets; tall, lank young men on foot, with bows and arrows in their hands; and girls that not even the charms of glass beads and scarlet cloth could make pretty, made up the procession. They were the outcasts of the Kansas nation, on a begging trip."

From such Indians there was nothing to fear but thievery, but those the emigrants met on the trail were of a very different sort:

The covered wagon. Emerson Hough (Huff), a story writer and historian who knew the West and loved it, has told of the long trip to Oregon in his story of *The Covered Wagon*.

Breaking camp in the morning. At the break of dawn the sleeping camp was awakened by rifle shots or a bugle call. The cooks began getting breakfast ready, and the night guards brought in the horses, oxen, and cattle. By six o'clock the teams were hitched and the wagons were packed, ready for the signal of the leader to go.

On the trail. On the trail the wagons dragged out into a line sometimes a mile long. Scouts armed with rifles and pistols rode in front and at each side, to guard against surprise by Indians. Hunting parties rode off from time to time and brought in fresh buffalo, elk, or deer meat to vary the regular fare of dried beef, bacon, coffee, and bread.

The night camp. At night the wagons were "parked" in a circle to form a barricade, and the camp was

pitched within the circle. The horses and oxen were hobbled, guards were posted, and the tired travelers slept.

Week after week and month after month they traveled on in this way, while the slow ox-wagons creaked and jolted across the prairies of Missouri and Iowa, the plains of Nebraska, and the bleak mountain passes of Wyoming and Idaho into Oregon. Starting in May, a party, with good luck, could reach the lower Columbia Valley sometime in November.

Dr. John McLoughlin helps the new settlers. The first emigrants would have had a hard time before they could raise grain and vegetables but for the help of Dr. John McLoughlin. He was the manager of the British Hudson Bay Fur Company in Oregon. He sold the settlers supplies on credit from the company's store houses, and sometimes let his Indian laborers work for them.

The United States and England Both Claim Oregon

Why the United States claimed Oregon. The United States claimed the Oregon country for four reasons:

1. Captain Robert Gray, an American sea captain, discovered the Columbia River in 1792.

2. Lewis and Clark explored the country in 1805--1806.

3. John Jacob Astor established Astoria in 1811, and American fur traders continued to visit the country after the War of 1812.

4. By the Florida Treaty of 1819 Spain gave up to the United States all its claims to the country.

Why England claimed Oregon. England also claimed the country for four reasons:

1. Sir Francis Drake took possession of the whole Pacific coast in the name of Queen Elizabeth in 1579.

2. Captain James Cook, another Englishman, explored the Oregon coast in 1778, two hundred years after Drake.



3. Lieutenant Vancouver, of the English navy, explored the Columbia River in 1792, just after Gray discovered it.

4. English trappers and fur traders were already in the country when Astor established Astoria, and remained there after the War of 1812.

The settlers gain Oregon for the United States. Which nation had the better right to Oregon? The ques-

tion was of little importance as long as the country was unsettled. But when American settlers began to pour into the country by thousands, as they did every year after 1843, it became necessary to decide the question promptly and to set up a government in Oregon.

First the United States offered to divide the Oregon country, but England would not agree to the line that our government offered and both countries continued to claim the territory.

By 1844 the people of the United States were determined to have a settlement of the Oregon question. When the Democrats nominated James K. Polk for the presidency, they took as their campaign war cry: "All Oregon or none; Fifty-four forty or fight!" The meaning of this statement was that the Democrats claimed the territory as far north as $54^{\circ} 40'$, which, as you will notice on the map, is far up toward Alaska.

And the Democrats won! Polk was elected. England now made an offer. It offered to run the boundary along the forty-ninth parallel of latitude, giving the present states of Oregon and Washington to the United States. The Senate advised President Polk to accept the English offer, which he did. The treaty which settled the matter was signed at Washington in 1846.

The United States now stretched from the Atlantic to the Pacific. The Westward Movement had carried the American people from ocean to ocean, and still the trails to the West were crowded. In 1860, fifteen years after the dispute with England was settled, there were more than fifty thousand people in Oregon.

The Story of the Chapter

You remember that President Jefferson sent Lewis and Clark to explore the territory of Louisiana and the country west of the Rocky Mountains. After they returned, trappers and fur traders began to go into the country to trap animals and buy skins from the Indians. The northern country west of the mountains was called Oregon.

Both England and the United States claimed Oregon, and it seemed for a while that England would get it. But Englishmen did not go to Oregon to open farms, make homes, and rear families; they went only to hunt and trade. The Americans went to stay. First the Methodist and Presbyterian churches sent missionaries to teach the Indians. Then, after a few years, long trains of covered wagons began to carry American families across the Great Plains and the Rocky Mountains. American farmers began to spread over the country, and from that moment it was certain that the United States would win.

In 1846 the United States and England signed a treaty, or agreement. The treaty gave the United States all the land that now makes up the states of Oregon and Washington.

Questions and Exercises

1. Who were Marcus Whitman and Dr. John McLoughlin? What did each do for Oregon?
2. What did the Indians mean by the "White man's book of Heaven"?
3. Imagine that you were one of the children whom Parkman saw "peeping from under the cover of the wagons," and write a letter to a friend telling of your trip to Oregon. Tell how you

camped at night, how you were wakened in the morning, and how the wagons were guarded on the trail from attack by Indians.

4. What part did the missionaries play in leading the way to Oregon?

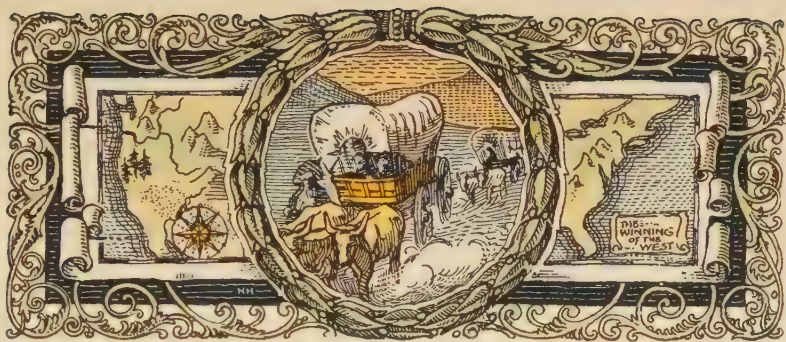
5. On what four grounds did the United States claim Oregon? On what four grounds did England base her claim?

Map Work

1. Draw a map of the present United States and color the part of the Oregon country that the United States claimed. 2. Color the part that the United States got. 3. Mark on the map the Oregon Trail. 4. Name on your map the Mississippi River, the Missouri, the Platte, and the Columbia.

Date to Remember

1846, the Oregon Treaty, settling the dispute with England about Oregon.



CHAPTER XIX

THE UNITED STATES GETS TEXAS

The Americans Settle Texas

Moses Austin leads the Westward Movement to Texas. Moses Austin of Missouri formed the plan that led to the settlement of Texas by Americans. In 1820, with one servant, a negro slave named Richmond, he set out for Texas, which then belonged to Spain. At San Antonio, Texas, he asked if he might bring his own family and three hundred other families to Texas. He was told that he might bring them and get land for them, but before he could do so, he died.

Stephen F. Austin carries out his father's plan. Stephen F. Austin settled nearly a thousand families in Texas. His work was like that of Lord Baltimore and William Penn and Oglethorpe in settling Maryland, Pennsylvania, and Georgia. And his work was very important, for the settlement of Americans in Texas not only brought Texas finally into the United States, but led to its getting also New Mexico, Arizona, California, Nevada, Utah, Colorado, and the southern part of Wyoming.

Settlers came from all the states of the Union, but most of them were from the South and West—from Louisiana, Mississippi, Alabama, Tennessee and Missouri.

The easy way to Texas. It was not so hard to get to Texas as it was later to get to Oregon and California. Texas was not so far off, and the broad, swift current of the Mississippi River took travelers almost all of the way there. Emigrants, as the people bound for the West were called, would load a flatboat on the Ohio, the Tennessee, or the Cumberland and float comfortably down to New Orleans. From New Orleans a swift-sailing ship could land them in Texas in three or four days. Many followed this easy way. Others traveled in covered wagons, the same way that the emigrants went to Oregon.

Early hardships. The hardships of the first settlers in Texas were very great. There were only two small villages of civilized Mexican people in Texas. Indians roamed over the rest of the country. For the first few years the settlers suffered terribly at the hands of the Indians.

Then, drouth dried up their crops one year and overflows from the rivers drowned them the next. The crops failed, and sometimes the people had nothing to eat but lean deer and mustang horses. Somehow they managed to live. Other colonists arrived, and Texas was soon the home of many thousand men, women and children like those who lived in Missouri and Arkansas. But in those days Texas did not belong to the United States. It belonged to Mexico, which had gained its independence from Spain in 1821.

Why American settlers went to Texas. Americans went to Texas for the same reason that Boone went to Kentucky, and then to Missouri. The desire of the West was in their blood. They longed for new scenes. They wanted new land. Mexico gave every family four thousand acres of land. And such land! The settlers boasted that there was none better in all the world.

Just as Mexico opened Texas with its fine, free land, hard times struck the United States. Many families in the great Mississippi Valley lost all they had. They lost their farms, cattle, horses, the very roofs that covered their heads. They wanted a new start, but at home there was no chance. The United States government did not give its land away. It wanted to sell its land, sell it for cash, and they had no cash. Is it strange that they went to Texas?

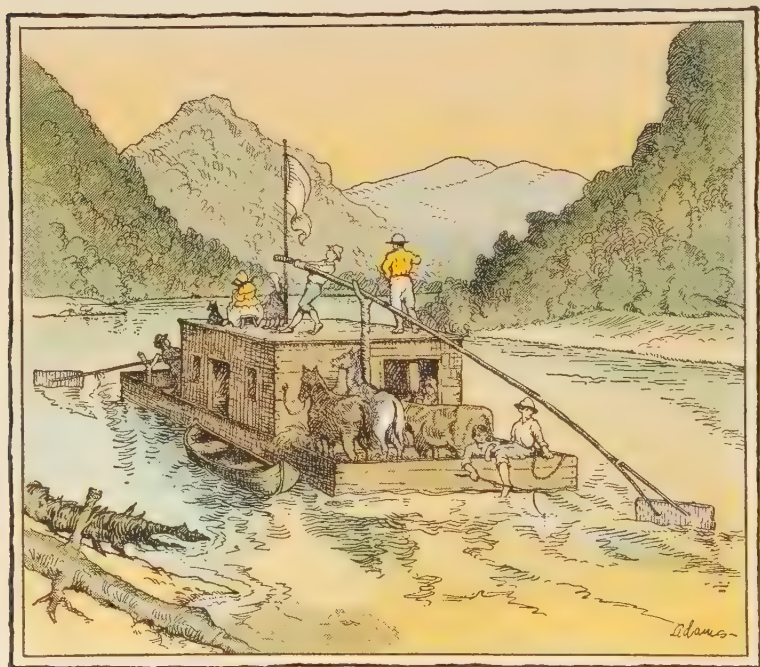
The American Settlers Make Texas Independent

President Santa Anna forces the Texans into war. The settlers went to Texas with thankful hearts for the gift of so much land by the Mexican government, but in 1835 President Santa Anna overthrew the republican government of Mexico, and made himself dictator, or king, of Mexico.

They declared that they wanted no king to rule them, so they drove all Santa Anna's troops from Texas. But the next year Santa Anna brought his Mexican soldiers back again, an army of five thousand men.

The fall of the Alamo. With half his army, on March 6, 1836, Santa Anna stormed the Alamo, at San Antonio. The Alamo was the ruined chapel of an old

Spanish mission, or church, which the Texans had made into a fort. It was defended by about two hun-



Many of the early Texas-bound emigrants floated down the Ohio and the Mississippi rivers in flatboats. They often took their live stock, household goods, and provisions with them.

dred men, commanded by William B. Travis and James Bowie. David Crockett, the famous Tennessee hunter and humorist, had joined them with his violin and his faithful rifle, "Betsy."

On February 24, 1836, Travis sent out a call for help "To the People of Texas and all Americans in the World: I am besieged by a thousand or more of the Mexicans under Santa Anna. *I shall never surrender*

or retreat. I am determined to sustain myself as long as possible and die like a soldier who never forgets what is



In the battle of the Alamo a small force of Texans defended themselves against many times their own number of Mexican troops until not a Texan was left alive.

due to his own honor and that of his country. Victory or death.”

President Roosevelt described the battle at the Alamo as one of the bravest fights ever carried on by fearless men. All the men knew that they would certainly be killed, but they said that they would rather die than give up the fort. They were killed to the very last man.

Americans of every state and for all time may well be proud of the courage and love of duty which the Alamo stands for. The old stone building, now in the center of the rushing city of San Antonio, is a monument to one of the most heroic acts in the whole of American history.

Three weeks after the fall of the Alamo, another part of Santa Anna's army captured and put to death by his orders nearly four hundred men who had just come from the United States to aid the Texans.

General Houston wins the independence of Texas. Santa Anna's victories made him reckless. Leaving his main army, he swept eastward rapidly with eleven or twelve hundred men. He intended to end the war at a blow. He met General Sam Houston with eight hundred Texans in the Battle of San Jacinto, and lost his whole force. Six hundred Mexicans were killed at San Jacinto and the rest were captured.

Santa Anna himself was captured, and made an agreement with Houston. He agreed to order his main army back to Mexico and to give up Texas, letting it be free from Mexico, and free it has remained, though Mexico continued to claim Texas for ten years longer.

The United States Takes Texas into the Union

England has its eye on Texas. President Tyler came to believe in 1843 that England was about to get possession of the Republic of Texas. He believed that it would be harmful to the United States for England to hold Texas, and in order to keep England from getting it, he offered to take Texas into the Union, to make it a part of the United States.

As most of the Texans had gone to Texas from the United States, they wanted to be taken in again and were delighted with President Tyler's offer. It took some time to carry out the plan, however, and Texas did not get into the Union until December, 1845.

Texas was a vast territory in the Southwest. It added to the United States half as much territory as the Louisiana Purchase. One more step was still necessary to round out the map of the United States to its present form and make it look as it does today. The next chapter tells how the United States got the rest of its territory.

The Story of the Chapter

American settlers began to go to Texas before the first missionaries went to Oregon to teach the Indians the "White man's book of Heaven." Texas belonged to Mexico, but the Mexicans wanted people from the United States and Europe to settle in their country and offered free land to all who would come.

Stephen F. Austin, of Missouri, led the first settlers to Texas. The early pioneers had a hard time in the new country, but more and more families came from the United States and opened farms and cattle ranches, and after a few years the hard times passed.

Just as the settlers were becoming comfortable and happy, President Santa Anna set himself up as dictator, or king, of Mexico. The American settlers would not have Santa Anna for their ruler and declared themselves independent of Mexico. Santa Anna then led a Mexican army to Texas to compel the Texans to remain under the Mexican government. At first he was successful in

all the battles, but in the Battle of San Jacinto General Sam Houston captured Santa Anna and won the independence of Texas. In 1845 the United States took Texas into the Union.

Questions and Exercises

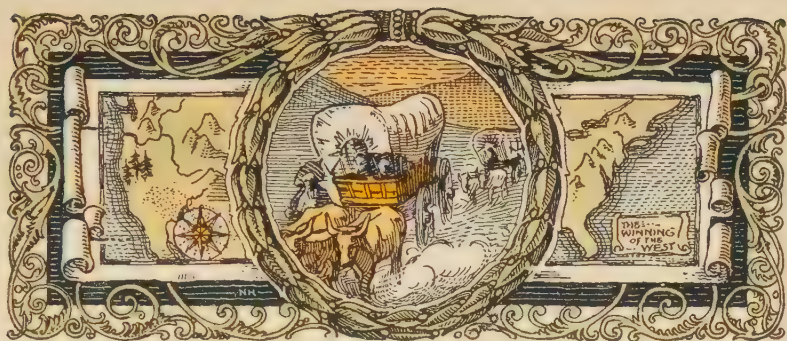
1. Why did American settlers go to Texas? Why was it easier to get there than to Oregon?
2. Tell what you know about one of these men: Moses Austin. Sam Houston. Stephen F. Austin.
3. Imagine you were one of the first settlers in Texas and write a letter to a friend telling of the hardships and dangers of the first Texan settlers.
4. Why did the American settlers in Texas go to war with Mexico? Tell the story of the Alamo. Of the Battle of San Jacinto.
5. Who was President of the United States when Texas came into the Union? Why did the United States annex Texas? How much territory did Texas bring into the Union?

Map Work

1. On an outline map of the United States color Texas.
2. Mark the different routes by which settlers could go most easily to Texas.
3. Name on the map the following rivers: the Mississippi, the Ohio, the Cumberland, the Tennessee, the Red, and the Rio Grande.
4. Put the following places on the map: St. Louis, New Orleans, Mobile, San Antonio.

Date to Remember

1845, Texas comes into the Union.



CHAPTER XX

THE UNITED STATES GETS CALIFORNIA AND THE FAR SOUTHWEST

The War with Mexico

Mexico refuses to give up Texas. Though the Republic of Texas had been independent for nine years when the United States took it into the Union, Mexico objected to its joining the United States. The Mexican government claimed that Texas still belonged to Mexico, and that the United States had done Mexico a great injury by taking the territory.

Mexico refuses to pay damages to American citizens. At the same time American business men and ship-owners doing business in Mexico claimed that wars and revolutions in Mexico had hurt their business, and said that the Mexican government ought to repay their losses. But the Mexican government did nothing for them.

President Polk tries to settle with Mexico. Finally President Polk made up his mind that Mexico must settle these American claims one way or another. It must either pay them, or it must examine them and give its reasons for not paying them.

Polk sent John Slidell of Louisiana to Mexico City. Mexico refused to receive Slidell or to talk about the claims of our citizens. It said that the United States must first settle with Mexico for taking Texas. After that important matter was out of the way, Mexico might be willing to talk about the matter of money claimed by American citizens.

This stand taken by the Mexican government really meant war. A Mexican army moved northward to the Rio Grande, and then crossed that river. An American army moved southward toward the Rio Grande. On April 26, 1846, scouting parties of the two armies fought a skirmish, in which several American soldiers were killed.

When President Polk learned of the fighting he asked Congress to declare war against Mexico, and Congress passed the declaration of war on May 12, 1846, by an almost unanimous vote.

The Mexican War. The War lasted a year and ten months. General Zachary Taylor led an American army southward from Texas and captured Monterrey. General Winfield Scott landed an army at Vera Cruz and fought his way to Mexico City, which he captured in September, 1847. In the meantime, another military force took New Mexico, and a combined naval and land force took California.

The treaty of peace. The peace was signed in February, 1848. President Polk said that Mexico had forced the war upon the United States and must therefore pay the cost of the war. Since Mexico had no money, he would take California, which he wanted anyway, and all the rest of the territory west of Texas.

The territory taken from Mexico has since been formed into six states, New Mexico, Arizona, California, Nevada, Utah, and Colorado. This great area seemed a little too much to take for the cost of the war, so the United States agreed to pay Mexico fifteen million dollars.

The Settlement of California

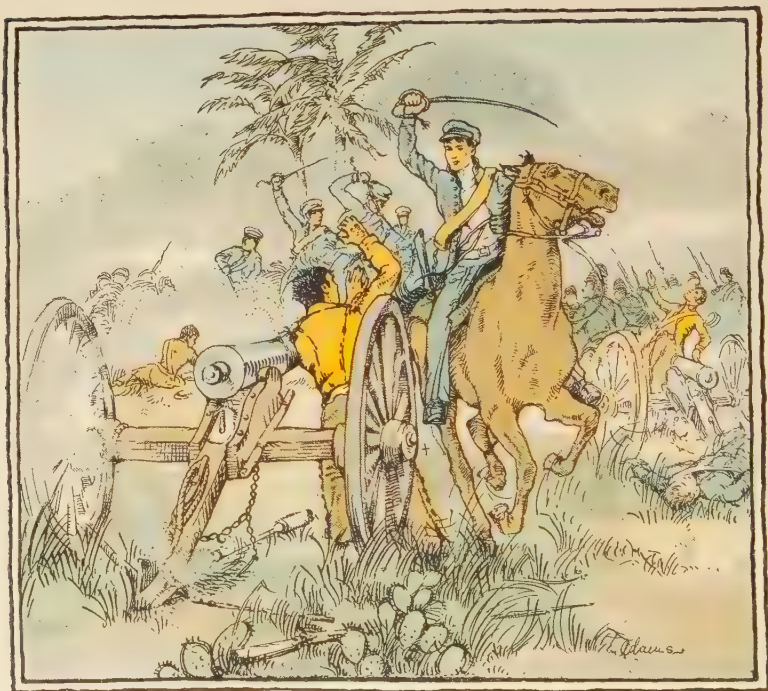
The gold rush. A few days before Mexico signed the treaty that gave California to the United States, some workmen in California who were digging a ditch discovered gold at Sutter's Fort, on the Sacramento River.

Eight months later the eastern newspapers published the news. It had taken the story all that time to cross the continent. At once there was a bustle and stir from Maine to Texas and from the shore of the Atlantic to the Mississippi River. Some men started immediately, determined to get to California before all the gold was picked up. Others made plans more carefully and got ready to start the next spring. Everywhere there was great excitement. Then, in the spring (1849), such a "gold rush" began as had never before been seen.

The California trails. The "Forty-niners," as these first gold hunters were called, went to California by many different trails, or roads, but there were four routes that were more popular than any others.

The quickest way, if one had good luck, was to go by ship to the Isthmus of Panama, cross the narrow neck of land on foot or mule-back, and catch a boat on the other side for San Francisco. But one must be lucky on this trip! Yellow fever lurked in the swamps of the Isthmus; and there might be no boat on the other

side. In spite of the chances of death and delay, however, many followed this dangerous southern route



Hand-to-hand fighting between the Americans and the Mexicans during the War with Mexico.

down through Panama. Most of them were daring young men, willing to risk their lives for a little more speed.

Another route followed the Oregon Trail to the Mormon settlement at the Great Salt Lake in Utah. There it turned southward through Nevada to California. Captain John C. Fremont, who had explored the mountains of California and Nevada for many years, had helped to open up this trail.

Still another route to the gold fields of California followed the Santa Fé Trail from Independence, Mis-



Soon after news of the discovery of gold in California reached the East, thousands of eager gold seekers made their way across the prairies and mountains to the gold fields.

souri, to Santa Fé, New Mexico. From Santa Fé the way led down to the Mexican border, then across to southern California, and northeastward to Los Angeles.

“It wound (this trail) through strange scarred hills,
down canyons lone

Where wild things screamed, with winds for company;
Its mile-stones were the bones of pioneers.

Bronzed, haggard men, often with thirst a-moan,
Lashed on their beasts of burden toward the sea.”

The popular southern route went through Texas. Several trails came together at El Paso, Texas, and passed then across New Mexico and Arizona to Los Angeles.

Life on the southern trail. Sometimes a traveler took the trouble to keep a diary, telling day by day the happenings of the journey. Here are some extracts from the diary of Cornelius Cox, a young man who traveled by the southern route through Texas, New Mexico, and Arizona:

"We arrived at the crossing of the Rio Grande on the 19th of July. The river at this place is about one hundred and fifty yards wide, swift, muddy, and swimming from bank to bank.

"We used our boat and had everything ferried across by the 23d. The same evening we moved five miles up the river to Rattlesnake Camp. We stopped at this place to do some blacksmith work, but stayed longer than we expected.

"The thing that caused the delay was the reorganization of our party. Some of our company left us and went on ahead. They objected to traveling with our slow ox-teams. We were sorry to lose them.

"Yesterday we dined upon roast venison, turtle soup, and rolled dumpling. This morning we had milk toast for breakfast. The bread we now use is made from wheat, ground upon a steel mill. Flour was not to be had at El Paso, so we bought a mill and grind the wheat as we need it.

"There is one young lady with our company, a Miss Wayland from western Texas. She is about sixteen and quite a pretty girl. I have claimed kinship with her

mother, whose maiden name was Cox, but she refuses to acknowledge me unless I will shave, which is a condition I cannot comply with.

"Cook's Springs, August 14: We are kept here today on account of the sickness of one of the company. He belonged to a small party that joined us on the road. One night he and his companions were attacked by a wolf, and before they could kill it, it had bitten six of the men. The wolf was believed to be mad, and the man who is now sick has strong symptoms of hydrophobia.

"The second day after leaving the river the company was thrown into great confusion and alarm by the appearance of an Indian. I had gone ahead with three others to explore the road and find a good camp-ground. The wagons were strung along the road for about two miles, ox-teams in the rear.

"The Indian rode up to the leading wagons and said that there were a great many Apaches over the hills. Just then one of the men with me discharged his gun, and the company, hearing the report, believed that we were attacked.

"The news went to the rear, and a man there fired his gun to put a fresh load in it. This caused those in front to believe that the rear was attacked.

"Orders were promptly given for the train to close up, and for every man to be in readiness. I am told that such whipping and yelling of teamsters, such screaming of women and children, and such fuss and trouble generally never happened before, and all because of one poor Indian.

"There seems to have been a great deal of travel on this road. At every camp we see broken wagons, vari-

ous articles of plunder, and the bones of oxen. I do not believe, however, that our party has lost even twenty-five cents worth of property on the road."



Panning dirt or gravel, especially that found near streams, was a common way of searching for gold in the early days of the gold rush. The lighter sands were washed off, leaving the heavier gold dust and nuggets in the bottom of the pan.

Cox was much amused by the queer dress of the Indians that he saw near Tucson, Arizona. He wrote in his diary:

'The California travel has made a great change in the habits and dress of these Indians. They used to wear only a cloth around the waist. But how changed! You rarely see one now who is not wearing a shirt, a coat, or a pair of pants, but never a whole suit of clothes.

"I was much amused at one who came into our camp the first day. He had a high stove-pipe hat on his head and wore a heavy blue blanket coat all buttoned



up to the chin. This, I suppose, was all he had on for his legs and feet were bare. The perspiration poured from his face and head in streams, and he seemed fit to die of the heat, but he was very proud of the costume that made him so uncomfortable."

Cox left Houston, Texas, in April, 1849, and was eight months getting to Los Angeles. The same trip can be made now on comfortable trains in two days and nights.

Life on the northern trail. Many thousands of travelers went by the northern route. Like the Oregon emigrants, they went during the early spring to St. Joseph or Independence, Missouri. When the spring grass along the trail was high enough to feed the horses, mules, and oxen which must pull the wagons to California the gold seekers would "jump off" on the long, hard journey. Across Nebraska, Wyoming, Utah, and Nevada the trail led, keeping always as near a stream as possible.

At the beginning, when men and teams were fresh and strong, traveling over the grass covered plains was delightful, but as week followed week and month followed month the trail became harder, and men wondered why they had ever started. Teams broke down and wagons had to be left behind. Sometimes those who had bad luck were selfish and mean; sometimes they were generous and good. The mean ones tried to destroy what they left behind. They broke up the wagons, poured turpentine on the sugar, mixed salt and dirt with the flour, and destroyed the bacon. Since they could no longer carry the things with them, they did not want anybody else to use them. Sometimes, however, a traveler found wagons standing by the roadside with signs on them telling everybody who needed things to help themselves. These wagons were left by the good and generous men.

We have already seen how a traveler on the southern trail described his journey. Some of those on the northern trail, also, wrote diaries and letters telling what they saw and did. Here are parts of a diary written by a traveler from Pennsylvania. He started from Independence the first of May, 1850:

"Tuesday, May 14th. Rolled out at half past seven. Found the roads very dusty. The road is filled with emigrants. We can count one hundred wagons ahead and behind us. We had one bad accident today. One of our teams ran around and broke the wagon tongue. All stopped, and in twenty minutes we had it so well mended that the team drove on and I think the tongue will stand for some days.

"We passed a fresh made grave today. The head board stated the age of the dead man to be twenty-one, name Robert Malone. Many such accidents happen on the plains. I hope our company will not meet with such an accident. I think this lesson will have a good effect, by making all emigrants more careful with their guns. Report says no grass ahead. I hope it is not true.

"Saturday, May 18th 1850. We were all up early for a start, but we found that a mule of Black's was lost. One hour's search found the lost animal. We left camp at eight. Drove on rapidly.

"We saw four Indians today. They belonged to the Pawnee tribe, the first we have seen of this tribe. They are treacherous and savage, but they appeared very friendly. All they wished was tobacco and some other things, such as knives. They are noted cowards, but if they get you in their power, your situation is dangerous. I suppose ten men well armed could drive five hundred of them.

"Friday, May 31, 1850. We had an early start this morning. Found the roads sandy most of the time. The wagons run very heavy. The road is lined with emigrants, both before and behind our wagons. The horse teams are passing us. I hope they will hold out,

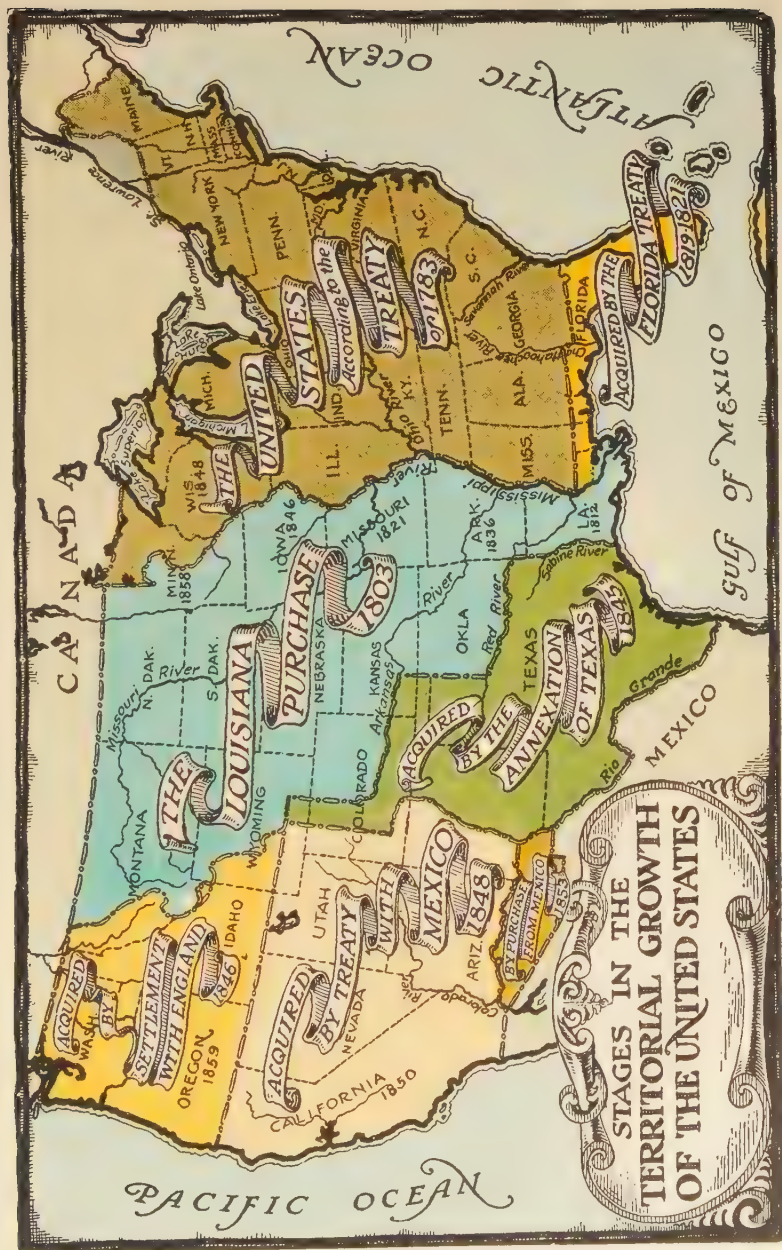
but fear they will not. We passed a number of Indian wigwams today, I suppose they number thirty in one place. The Indians are of the Sioux tribe, quite good looking for red men. I got some buffalo meat from



In the early days of California the miner usually paid for his provisions with gold dust or nuggets. The storekeeper often acted as banker for his customers.

them and cooked it for supper this evening. I had some curiosity to taste the meat of this wild animal. Found it most delicious. I never ate better. We are getting on finely. Came twenty-two miles today.

"*Sunday, July 18, in Nevada.* We drove out early. Our mules almost gave out. We have now traveled three days with little or no feed. Our mules look badly. You will sometimes see twenty and thirty dead



animals in two or three miles. Came twelve miles today."*

Finally the long journey was ended and the emigrants drove into the mining camp near Sacramento, California. Let us hope that they found enough gold to repay them for the hard trip.

The Forty-niners fill California. Endless streams of emigrants poured across the continent. The trails were littered with the skeletons of horses and dotted with the graves of men and women who died on the way; but still the rush went on.

By the end of 1849 there were more than a hundred thousand people in California, and the next year the state was admitted to the Union.

The plains remain unsettled. The Westward Movement had carried the settlers from ocean to ocean, but the vast, rolling plains east of the Rockies had been passed over. The plains were still the home of the buffalo and of roving tribes of Indians. We shall return to them before long and learn how they were settled.

The Story of the Chapter

Mexico would not give up Texas after the Battle of San Jacinto. It continued to claim the country and was very angry when the United States took it into the Union. At the same time the United States was angry because Mexico would not agree to pay for injuries which some American citizens had received in Mexico. The two countries went to war, and at the end of the war the United States not only made Mexico give up its claim

*Adapted from *A Pioneer of 1850*, copyrighted by Little, Brown & Company.

to Texas but took also California, New Mexico, Arizona, Colorado, Utah, and Nevada—the Far Southwest.

Just about the time the United States got this territory from Mexico some workmen discovered gold in California. The next year thousands and thousands of people began to flock there to hunt gold. Endless streams of “Forty-niners” filled the trails, and many thousands dared yellow fever and death by crossing the Isthmus of Panama. In 1850 California came into the Union as the thirty-first state.

Questions and Exercises

1. What effort did President Polk make to avoid war with Mexico? What reasons did he have for going to war with that country?

2. Imagine yourself one of the “Forty-niners” and write a letter to a friend describing your trip over the northern trail.

3. Tell some of the experiences that Cornelius Cox describes in the story of his journey along the southern trail. How long did it take him to go from Texas to California? How long does the same trip take now?

4. How was the trip over the Panama route to California different from that over the northern and southern trails?

Map Work

1. Color the states made out of the territory that the United States got from Mexico. 2. Mark on your map three routes to California. 3. Put on the map the following places: Independence, Missouri; Great Salt Lake; San Francisco; Houston; Austin, Texas; Tucson; Los Angeles; Santa Fé.

Dates to Remember

1848, the peace with Mexico by which the United States got the Far Southwest.

1850, California comes into the Union.



CHAPTER XXI

STEAM, ELECTRICITY, AND MACHINERY CHANGE AMERICAN LIFE

Old Ways of Travel

The horse, the canoe, and the sailboat. Of all the changes that have taken place since the days of our colonial forefathers, none are more important than the changes in the way we travel, ship goods from place to place, and send and receive messages.

Our ancestors had to make whatever they wanted or wait so long to get it that often when they got it they no longer wanted it. Today the steamboat, the railroad, and the telegraph make it easy for us to get what we want when we want it.

The first settlers in our country did not travel much. On Sundays they rode horseback to church, sometimes eight or ten miles away, and on court days the men gathered at the courthouse; but for the most part they stayed at home. There was so much work to be done in the new country, and so few hands to do it.

For a long time the roads were mere trails, fit only for horseback riding. Hotels, or taverns and inns as

they were called, were few and bad. The food they served was poorly cooked, and the beds, besides being dirty, must often be shared with a stranger or even two.

Because of the bad roads and poor hotels women almost never traveled, and men did not make long journeys if they could help it. When they had to go somewhere, they went as much of the way as possible by water. Farms and plantations fronting on rivers and bays had canoes, rowboats, and small sailboats. In these the traveler went to the nearest seaport and there took an ocean-going ship for the rest of his trip.

When the United States became independent, it was necessary for the different parts of the country to have more to do with each other than they had had while they were colonies of England. The national capital, where the government was carried on, was first at New York, then at Philadelphia, and finally at Washington. Because of this fact it was necessary to improve the roads from the north and the south to the capital, so that traveling would be easier.

For a while the stagecoach seemed the last word in rapid and comfortable travel. Drawn by four or six horses, which were changed at frequent "stages" or stations, the lumbering coaches made an average speed of four or five miles an hour. Horse flesh could do no more; some other way of travel must be invented if greater speed was wanted.

The Coming of the Steamboat

Robert Fulton invents the steamboat. In England the steam engine had already been invented, and was being used to run machinery in factories. If it could be

used to move wagons and carriages, the problem of rapid travel and cheap and rapid carrying of freight would be settled.

In 1807, near the end of Jefferson's second term, Robert Fulton succeeded in running the first successful steamboat, the *Clermont*, up the Hudson River from New York to Albany at a speed of five miles an hour. The honor of inventing it belongs to an American.

The story of Fulton's invention. Fulton was born in Pennsylvania, near Philadelphia. He was ten years old when the American Revolution began, and grew to young manhood during the war. He showed great skill in drawing pictures, and, as photography had not then been invented, he made a good deal of money painting small portraits of people who wanted their "pictures taken."

He was always interested in machinery, and during a trip to England he made a study of the steam engine. The idea of making a steamboat took hold of him. He could think of nothing else. How could he make steam work paddles and drive a boat through the water? He asked himself the question over and over again. He was sure it could be done, but at first he did not see quite how. And he needed money to make experiments. Where could he get the money?

In Paris he talked over his ideas with Robert Livingston, the minister of the United States who, with James Monroe, bought Louisiana. You remember that Livingston was a member of Jefferson's committee which wrote the Declaration of Independence. He belonged to a wealthy New York family, and was already eager to see steamboats on the Hudson River.

He agreed to furnish the money necessary for making the experiment, and Fulton went to work in earnest.

If he could build a boat with a big paddle wheel on each side, and connect an engine with the wheels so as to make them turn round and round in the water, the boat would go. After several unsuccessful attempts he brought over from England one of the newest and best engines and set it up in the *Clermont*. And it worked!

As the first steamboat puffed its way upstream, clouds of smoke pouring from the smokestack and sparks showering the deck, wild animals fled in terror from the banks of the river, and the frightened settlers along the way believed that the world was coming to an end. They had never dreamed of such a terrifying monster. But the terror soon passed, and the steamboat remained.

In a few more years boats were being built on all the rivers. In 1811 the *New Orleans* was finished at Pittsburgh, ready for its first trip down the Ohio and the Mississippi to New Orleans. In 1817 the first boat steamed up the Mississippi on a complete voyage from New Orleans to St. Louis. The great river had found its master. The steamboat had come.

Settlement of the West Brings Better Roads and Canals

The merchants want roads. As more and more people moved into the back country and across the mountains, the cities near the Atlantic coast saw the need of building good roads and canals, so that they could sell their goods to the settlers and bring back cheaply the grain and bacon and skins that the westerners had to sell.

Baltimore gets the Chesapeake and Ohio Canal.

Baltimore built a good road to the Potomac River near Washington. Above that point the river is blocked by huge boulders and rapids and falls, so that boats cannot use it above Washington. But a ditch or canal was dug along the bank of the river and filled with water from the stream; then boats could be towed up and down the canal, loaded with all sorts of goods.

When the canal could be built no higher into the foothills of the Appalachians, the road began again and crossed the mountains to Wheeling and Pittsburgh on the Ohio River. This was the route of the Chesapeake and Ohio Canal and the Cumberland Road.

A canal boat was long and narrow. It could be loaded with many wagon-loads of goods, and then a single horse, ridden by a boy, could walk along the bank and tow it. James A. Garfield, who became President of the United States in 1881, was once a towpath boy on a canal in Ohio.

The Philadelphia merchants had a way to the West up the Susquehanna River and the Juniata River to Pittsburgh. There the Philadelphia route connected with the Ohio.

The Erie Canal. The greatest of the canals was the Erie Canal, which connected New York City with Lake Erie. This route from New York to the West followed the Hudson River up to Albany, where the canal began. Following the course of the Mohawk River from that point, the great "ditch" finally reached Lake Erie, three hundred and fifty miles away.

The Erie Canal was completed in 1825, the year that John Quincy Adams became President. It was due

almost wholly to the work of Governor De Witt Clinton of New York. Before it was finished some people spoke of it with a sneer, calling it "Clinton's Folly."



Canal boats are towed by horses or mules that walk along a towpath on the bank. People commonly traveled by canal boat before there were means of rapid travel, but canal boats long ago went out of use except for slow freight.

They said that the Erie Canal would never repay the state and the men who furnished the money to dig it.

But, as often happens, those who laughed quickly found themselves mistaken. In the first two years after the canal was opened a million and a half dollars was collected in tolls, or charges, from people who used the canal. The total cost of digging the canal was repaid

in four or five years. After that the collections continued to increase and were mostly a clear profit. The people who had talked about "Clinton's Folly" had nothing more to say.

Both the Chesapeake and Ohio Canal and the Erie Canal are still in use, but they are used now only for slow freight. Railroads run along the banks of each and carry most of the freight that used to go by the canal boats.

Roads and canals make the Union stronger. Improved roads and canals increased the speed and comfort of travel. They brought the different sections of the country close together by making it cheap and easy to ship goods and carry mail. In this way the roads and canals helped to make the United States strong, helped to make it a nation of united people.

Horse-car railroads. The next step forward in cheap and rapid travel and carrying freight came with the railroad, and the invention of the steam engine to draw trains over the roads.

The first railroads were exactly what the word says; they were roads made of rails. Rails, or pieces of timber about four inches square, were placed end to end and nailed to cross-pieces, called "ties."

Wagons for carrying freight and coaches for carrying passengers were drawn over these rails by horses, just as horses towed boats on the canals. Wheels with flanges, or specially made rims, held the cars to the track. When traffic became heavy, flat strips of iron were nailed on the rails, to keep them from wearing out. The next step was to use all-iron rails instead of the wooden rails. In our day rails are made of steel.

George Stephenson makes the first railroad engine.

The problem now was to make a steam engine to pull the cars on the railroad. Fulton had made steam run his boat. Who could harness steam to the railroad? Many inventors spent all their waking hours thinking how to do this, and some may have dreamed about it at night.

George Stephenson, an Englishman, was the first to solve the problem. In 1829, the year that Jackson became President of the United States, Stephenson ran an engine on a road in England twenty-nine miles an hour. Because it went so fast, he named it the *Rocket*.

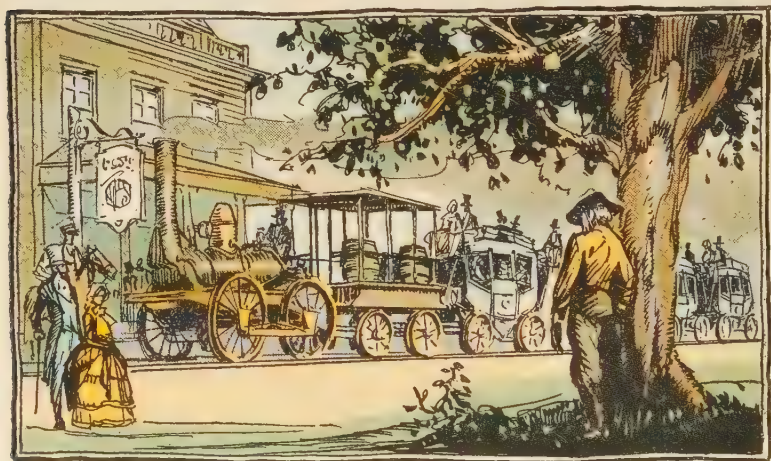
The first railroad engines in the United States. The next year after Stephenson built the *Rocket*, an engine made in the United States began to run on a short line from Charleston, South Carolina. The engine was named *The Best Friend of Charleston*. It pulled four loaded cars, very little cars, they were, at the rate of sixteen miles an hour.

In 1831 the *Tom Thumb* made thirteen miles an hour on the Baltimore and Ohio Railroad; and the same year the *De Witt Clinton* ran seventeen miles an hour on a railroad in New York.

These first railroad engines were very odd looking. They were shaped like our present-day road rolling machines. The first passenger cars were odder still. They were simply large stagecoaches, with wheels having special rims to keep them on the rails. Passengers could ride on top, if they liked, but they did so at the risk of being burned by the showering sparks.

The race of the cities. Inventors learned how to make both engines and cars better and better. The

Atlantic coast cities now pushed railroad building to the West. A little earlier they had raced for western trade by roads and canals. Now each large city tried to have a railroad line to the West. Railroads running north and south were also built. By 1850 there were



The "iron horse" carried people at a speed of about twenty miles an hour. Compared with travel by canal boat, stagecoach, or horseback this was breathless speed.

nine thousand miles of railroads in the United States, and by 1860 there were more than thirty thousand miles.

How the railroads served the country. Cities and towns sprang up along the railroads. New farms were cleared and cultivated, and the value of land rose rapidly. The railroads carried the crops of the farms to market in the cities, and took back to the farms the goods made in the city factories.

The railroads carried mail as well as freight. The government sent the mail by the fastest trains. News-

papers were carried cheaply, so that people could know promptly what was happening throughout the country. Travel increased. By carrying passengers, freight and mail, the railroads helped to educate the people.

The Magic Telegraph Wires

Morse invents the telegraph. The discovery of a way to send messages over a wire by electricity was the work of Samuel F. B. Morse.

Morse was born in Massachusetts during Washington's first term as President of the United States. Like Robert Fulton, he grew up to be a portrait painter; and like Fulton again, his great idea came to him while he was on a trip to Europe. He returned to the United States and set to work.

He soon made instruments with which he could send messages a short distance. He was certain that with the same instruments he could send messages a long distance, but he had no money to buy miles of wire and stretch it on poles to prove what he could do.

He talked to wealthy men, and they shook their heads in pity or else made fun of what they considered his "hare-brained" ideas. Unlike Robert Livingston, who helped Fulton, they were not willing to risk any money on what seemed to them such a wild scheme.

Morse begs the government to help. But Morse would not give up. He knew that his instruments would work. He turned to Congress, and begged the government to put up a wire from Washington to Baltimore, forty miles away. If he could send messages forty miles, he could send them a thousand.

Morse set up his instruments in the Capitol, and ticked off messages to an assistant in another room. Congressmen came and looked and heard the instruments ticking, and they went away telling each other that there might be something in the "old crank's" idea after all. Anyway, they were willing to spend some of the government's money to test the scheme.

So finally Congress set aside thirty thousand dollars to be used in putting up the wire to Baltimore. The line was finished in the spring of 1844 and worked just as well as the short wires had done.

The first important news sent by telegraph was a report of the Democratic National Convention in May, 1844. This convention nominated Polk for the presidency, you remember, and declared that our government must get the whole of Oregon and take Texas into the Union.

The rapid spread of telegraphy. Morse was already fifty-three years old when the first telegram went over the wire from Baltimore to Washington. Before he died he saw wires stretching from the Atlantic to the Pacific and from the Great Lakes to the Gulf of Mexico. Four years before his death, a cable was laid under the waters of the Atlantic Ocean, and messages could be sent over it to England as quickly as over the wires from Baltimore to Washington.

Some useful effects of telegraphy. To tell the whole story of how Morse's invention has changed our ways of living would fill a small book. Only a few of the changes that it brought about can be mentioned here.

1. Railroad companies at once built telegraph lines along their roads, and began to run their trains by

telegraphic orders. A train dispatcher at headquarters would send orders to stations along the road, and the conductors and engineers would get the orders as their trains passed the stations. In this way the danger of accidents was greatly lessened and the train service was made much better.

2. Business men could send and receive orders for goods by telegraph, and could even manage their business by telegraph when absent from home. In this way business could be carried on with more speed and more profit than ever before.

3. The telegraph made possible the modern newspaper. With news traveling over the wires with the speed of light, daily papers could now tell their readers what was happening all over the world as soon as it happened.

4. The telegraph added greatly to the happiness of people by making it possible for them to keep in touch with their loved ones when absent from home.

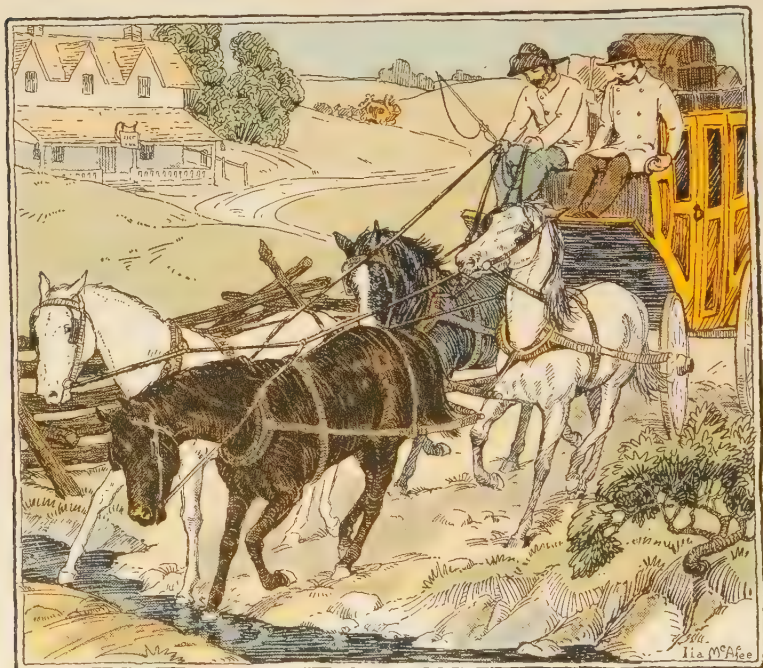
The railroad and the telegraph. Railroad and telegraph made it possible for people to get what they wanted when they wanted it. The day of the ox-wagon, the stage coach, the canoe, and the sailboat was passing.

Machines for House and Farm

The story of the sewing machine. Until the very middle of the nineteenth century every stitch in the clothes that people wore had to be put in by hand.

Elias Howe, the inventor of the sewing machine, was born while Monroe was President. As a boy he worked on his father's farm and went to school in the little Massachusetts village where he was born. When he

was about eighteen years old he went to work in a factory which made nothing but machinery for cotton mills. Here, making the machines that made cloth, the idea came to the boy that there ought to be



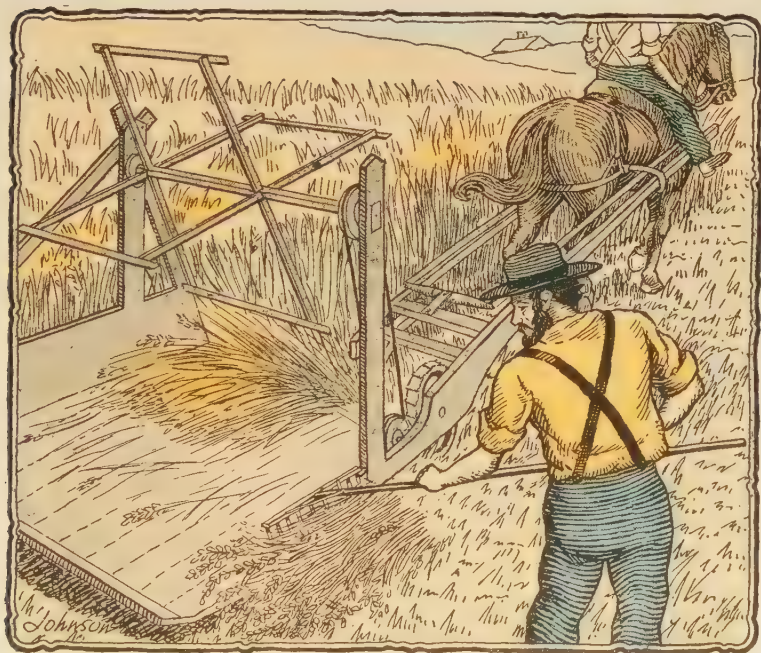
Bad roads and danger of highway robbery or attack by Indians made stagecoach travel across lonely western plains and mountains an adventure. Stagecoaches were replaced slowly by railroads and in out-of-the-way places more recently by automobiles and motor busses.

still another machine, a machine to make cloth into clothes more quickly and easily than can be done by hand sewing.

For the next ten years Howe spent all his spare time and money trying to invent a sewing machine. At last, in 1845, he succeeded—he made a machine that would

sew. That was just a year after the telegraph wires had first carried messages from Baltimore to Washington.

Now Howe had to go through the same sort of disappointment that Morse had suffered with his inven-



This early reaper is simple compared with a modern harvesting machine, but in your grandfather's day it seemed a marvelous invention.

tion of the telegraph. He had no factory to make his sewing machines, and for a long time he could not find any factory owner who would undertake to make the machines for him.

Besides this disappointment, Howe found that the clothing makers did not want to use his machine. They feared that it would sew so fast that there would

no longer be enough work to keep them all busy, and that a great many would find themselves out of work.

Finally the tide turned. By 1850 a few sewing machines were in use. Five years later several factories were making them and Howe was a rich man.

What the sewing machine did for women. The sewing machine was a great help to women. Families used to be much larger than they are now. A family with ten or fifteen children was not uncommon, and in such a family all the mother's time was taken up from sunrise until long after dark in cooking and sewing for the children. The sewing machine lessened and quickened her labor, and gave her a little time for pleasure and enjoyment.

The reaper. Another invention of great use to the world was the reaper. In 1831 Cyrus McCormick of Virginia made a reaping machine that would cut as much wheat in a day as ten men had been able to cut by hand.

McCormick moved from Virginia to Ohio, and finally to Chicago, where he built factories and began to make reapers in great numbers. The farms produced much more grain because of the reaper, for with it the farmers could gather larger crops and have more grain to sell. And the railroads and the steamboats now carried this grain to cities all over the world.

The Story of the Chapter

For nearly two hundred years after the first settlers landed at Jamestown people lived year after year in much the same way. They traveled on horses and stagecoaches, in canoes and sailboats. Their mail was

slow and uncertain. They had no factories and had to buy factory-made goods in Europe. Then the ways of living suddenly changed.

Robert Fulton invented the first steamboat in the world in 1807. Almost at the same time Americans began to build factories and make things by machinery. They dug canals and made better roads. In 1831 the first steam engine began to run on an American railroad, and very soon after that railroads were spreading throughout the country. All these inventions made it possible for people to travel more comfortably and to send news and freight more rapidly and more cheaply than their fathers had done.

Then Morse invented telegraphy, and people could send messages over wires in the twinkling of an eye. Almost at the same time that Morse invented telegraphy, Elias Howe invented the sewing machine, and farmers began to harvest their grain with Cyrus McCormick's reaper. In the short space of forty years steam, electricity, and machinery changed most of the old ways of living.

Questions and Exercises

1. Imagine you are planning a motion picture to show the history of travel in America. How would you picture people traveling in the first reel? In the second? In the third?
2. In the same way plan another picture showing the history of carrying messages and news. What would you show in each reel?
3. Write a short paragraph telling of the invention of the telegraph. Make a list of the uses of telegraphy.
4. Would farmers need reapers if there were no railroads and steamboats? Give reasons for your answer.

5. Tell the story of the invention of one of the following: The first steamboat. The first telegraph. The first sewing machine. The first reaper.

6. If there were no railroads, could we have large cities in the United States? Give reasons for your answer.

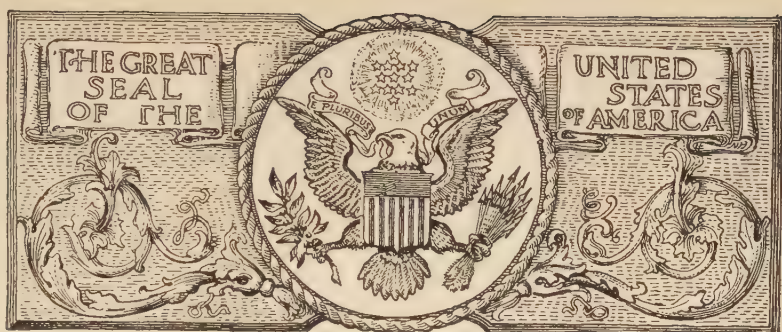
7. Make a list of the men named in this chapter. What did each of them do?

Map Work

1. Mark on a map the two canals mentioned in this chapter.
2. Put on the map: Baltimore, Washington, Philadelphia, New York, Albany, Lake Erie.

Date to Remember

1807, the invention of the first steamboat.



CHAPTER XXII

THE UNION IN DANGER

The North and the South Drift Apart

Factories in the North and plantations in the South.

The people of the North and the South followed different ways of living. In the North more and more factories were built, and more and more people moved to the cities to work in them. As time went on and the factories kept on increasing, the northern people began to say that Congress ought to pass a law putting a heavy tax on goods brought from other countries. Such a tax would enable the factory owners to charge higher prices for their goods and would benefit both them and their workmen.

But most southern people lived on farms and plantations and there were few factories. They did not want Congress to help the factories, because they did not want to pay higher prices for the factory goods they had to buy. So disagreement grew between the North and the South.

Free workmen in the North and slaves in the South.

Another cause of disagreement grew up between the North and the South over slavery.

We have already learned that the first negro slaves in the English colonies were brought to Virginia by a Dutch ship in 1619. The planters needed hands. There was nobody in America that they could hire to help do their work. The Indians did not make good laborers. They liked to roam the forests and hunt. At home they liked to loaf around their wigwams, smoking and talking, while the squaws did the work. So the Virginians bought the negroes to work on their plantations.

The negroes worked well in the Virginia tobacco fields. South Carolina planters found them useful in the rice fields. Everybody wanted them. Shipowners, living mostly in the North, began to send ships to Africa and bring more and more negroes to America to sell to southern planters. Few people bought slaves in the North, because there was not much work there that the slaves could do; but there were some slaves in all the English colonies.

Soon after the Declaration of Independence all the northern states took steps to free their slaves. Many southerners, too, wished to free the slaves, but the broad cotton fields called for more and more workers. Besides this, the white people in the South, where there were so many slaves, feared that the negroes would become troublesome if they were set free and no longer had owners to control them.

As the years passed, many northern people came to believe that slavery was wrong. They thought the government ought to do something to free the negroes. Then the South began to talk of getting out of the United States and making a new government. There was danger of the nation becoming two separate nations.

Life on a Slave Plantation

The master's house and the slave cabins. Much of the life on a southern plantation was pleasant, both to the white people and to the black.

The master's house, large and airy, its broad porch adorned with graceful columns, sat in a shady grove. All visitors had a hearty welcome. Neighbors and passing travelers were always welcome at the table, and there was always a spare room or two for guests who wanted to spend a night or a week.

Behind the house were the slave "quarters." The quarters were cabins of one or two rooms each, some of them with gardens and chicken houses around them. The master was careful to look after the health of the slaves. The same doctor who took care of the master's family looked also after the slaves. The slaves had plenty of food, and were given coarse but clean and comfortable clothing.

How the slaves were treated. Many planters allowed the negroes small plots of land on which they could raise their own crops. They were allowed to sell their little crops and keep the money. Also they could sell chickens and eggs and do odd jobs for which they were paid.

The money that the slaves earned in this way, they spent as they pleased. Some saved their money and bought their freedom or the freedom of a son or daughter. But most of them bought cheap finery, brass rings and earrings, gay ribbons and head-handkerchiefs, red dresses, and brightly striped shirts.

On Saturday nights the quarters resounded with the music of banjos, fiddles, and accordions; and there was dancing and much happy gaiety.

On some plantations the slaves belonged to the same family from one lifetime to another. The grandfathers and grandmothers of master and slaves grew up together. Their children and the children of their chil-



A northern factory village. To spin and weave southern cotton into cloth many mills were built in the North, especially in New England where there were swift rivers to turn the mill wheels.

dren played together. In such cases there was a great deal of love and affection between the white people and the black. A black "mammy" nursed the white children, and sometimes spanked them. A negro seamstress taught the girls to embroider and sew. And an old black man, called "uncle," taught the boys to fish and hunt.

The negroes took great delight in helping and looking on whenever parties were given at the "big house"; and they always insisted on having the master and mistress present at their weddings and birthday parties.



Slaves loading cotton bales on a river boat. At the river mouth the bales were loaded again on a seagoing ship, to be taken to northern or English cotton mills.

At weddings, "the bride always expected a good many gifts, besides materials for a cake; and some of the master's family must be present. The mistress's big prayerbook was taken over, and the marriage service read by one of the young masters. The slaves would

not be satisfied unless the bride and the cake were duly complimented.”*

The children liked to teach the house servants; and sometimes the boys would teach the farm hands. They would teach in the kitchen by the light of pine torches. Some of the men who learned to read well became preachers.

Another delightful picture of life on a plantation is that of “Uncle Remus” telling his wonderful animal stories to the “little boy” on his knee. There was an “Uncle Remus” on many a southern plantation and thousands of white boys and girls sat on their knees, among the children of the “quarter,” and listened to their stories with never-ending joy.

Hardships of slavery. You have now read a description of the ideal life on a southern plantation. It is a true picture of the way life went on many plantations where the land and the negroes passed down from father to son for more than a hundred years.

But the life was not always so pleasant. What happened to the slaves where misfortune overtook the planter and he had to sell out? They were often sold at auction to the highest bidder. In this way negro families were broken up and scattered. Husbands were separated from their wives, and children from their parents.

There were regular traders, who made their living buying and selling slaves. Some of these tried to keep families together but very often they were not able to do this. Some planters, too, were harsh and un-

*Adapted from A. B. Hart, *Source Readers in American History*, No. 4. The Macmillan Company.

kind, and many of the overseers on large plantations mistreated the negroes and worked them too hard.

The North wishes to put an end to slavery. An increasing number of people in the North believed that all of the slaves were mistreated and unhappy. Why, they asked, did the government not make the South free the negroes. The southerners answered that the government had no right to do any such thing. What was to be done about this unhappy disagreement which seemed about to break up the Union?

The Story of the Chapter

The ways of living in the North were different from those in the South. Many of the northern people lived in the rapidly growing cities and worked in factories. In the South most of the people lived on farms and plantations, raising cotton, tobacco, and rice. There were few factories in the southern states.

The North wanted Congress to pass laws to help the factory owners get better prices for their goods. They also wanted to free the slaves who worked the southern plantations. The South objected to both these things; the southern people did not want to pay higher prices for factory goods, nor did they want to free the slaves. So the North and the South quarreled about these two matters and about some other things as well. The South began to talk of getting out of the Union and making a United States of the South. The Union was in danger.

The life of the slaves on some plantations was very unhappy, but on many plantations the slaves were well treated and happy.



Children on a southern plantation listening to stories like those of "Uncle Remus."

Questions and Exercises

1. How did the people of the North make their living? What did the people of the South do for a living? What was the important difference between the two sections?
2. Why did the northern people want laws to help the factories? Why did the southerners object to such laws?
3. Why were more slaves in the South than in the North?
4. How did the invention of the cotton gin affect the number of slaves in the South?
5. Tell how the people lived on an old southern plantation.
6. Why was there in the North a growing sentiment against slavery?



CHAPTER XXIII

THREE GREAT STATESMEN TRY TO SAVE THE UNION

Henry Clay, the Peacemaker

A son of Old Virginia. Henry Clay was born in Virginia, the year after Jefferson wrote the Declaration of Independence. He was born in the same county as Patrick Henry, and, like Patrick Henry, Clay grew up to be a remarkable orator.

As a boy, Clay went to school in a log-cabin school-house, and worked on a farm. When he was fifteen he got a place as office boy in a lawyer's office in Richmond and began to study law. When he was twenty years old he passed an examination and was given a license, or permit, to practice law.

Moves to Kentucky. Clay believed that he would have a better chance in the new state of Kentucky than in the old state of Virginia. So he moved to Kentucky and opened his first law office at Lexington. He was immediately successful as a lawyer, but the people gave him little time to practice law. They wanted him to help run the government, and they chose him to fill many kinds of public office.

In politics. First the people of Lexington sent him to the state legislature, where he became chairman, or speaker, of the House of Representatives. Then they sent him to Washington to be a member of Congress. You remember that he was one of the War Hawks who declared war against England in 1812.

Clay was almost constantly in government service from now on until the end of his life, more than forty years later. For a long time he was Speaker of the House of Representatives in Washington, just as he had been speaker of the legislature in Kentucky. Twice he was nominated for the presidency of the United States, but failed of election. His greatest service was in the Senate.

Playing the peacemaker. Clay loved the Union. He wanted the North and the South to live together peaceably, so that the United States could grow stronger and stronger. He believed that both North and South would become weak if anything happened to separate them.

Clay's first chance to play the peacemaker came in 1820. In that year the people in the territory of Missouri asked Congress to let Missouri come into the Union as a state. Congressmen from the North said that they would not let Missouri in unless the people would agree that no more slaves should be taken there. The South was very angry at this proposal. There were bitter arguments, and there was much hard feeling.

Finally Clay persuaded both sides to agree to an arrangement known as the Missouri Compromise. The North agreed to admit Missouri to the Union with slavery. The South agreed that no more slaves should be carried into the territories north of Missouri.

The Missouri Compromise ended the first chapter in the story of the quarrel between the North and the South over the slavery question.

Texas came into the Union in 1845 as a slave state. It is below the southern boundary line of Missouri. When the United States got the Far Southwest from Mexico, at the end of the Mexican War, the South wanted that territory to be open to slavery, but the North refused to allow slavery in any of that territory.

At once the quarrel was renewed. The South talked of withdrawing from the Union and forming a new United States of the South. Would the North allow the South to go and break up the Union? And what would the South do if the North tried to keep it from going?

Again Clay set to work to make peace. He was now an old man of seventy-two. His hair had grown white and his body feeble in the service of his beloved country. He had friends both North and South and was the most popular man in the government.

If anybody could bring about a peaceable agreement, Clay could do it. He worked out a complicated set of laws known as the Compromise of 1850. The most important part of Clay's plan was for Congress to make no rules whatever about slavery in the new territory. Let settlers go there with slaves or without them, just as they pleased. When there were enough settlers in any one part of the territory to form a state, let them decide for themselves whether they wanted it to be a slave state or a free state.

Taking all of his plan together, Clay thought that it was fair to the North and fair to the South. He



Redrawn from mural in Missouri state capitol

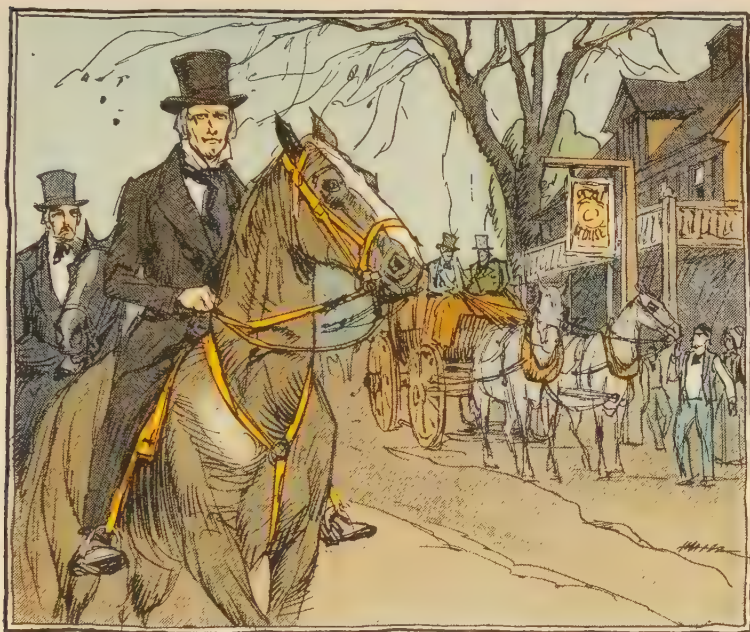
When Missouri territory became a state, people flocked from far and near to St. Charles for the first meeting of the Missouri legislature.

worked for his plan in every way he could and with all the energy of his whole-hearted love for the Union.

Daniel Webster Helps Clay

Boyhood in New England. Daniel Webster was born in New Hampshire. He was five years younger than Henry Clay. As a boy he was so weak and sickly that his father did not put him to work on the farm but allowed him to roam the woods fishing and hunting. His health improved, and he grew into a strong man.

When young Daniel Webster was not roaming the woods, he was reading and studying. Like Benjamin Franklin, he read every book that he could get his



Henry Clay on the old national road. A famous lawyer and statesman in those days had to spend a good deal of time just in getting from one place to another.

hands on, and he seemed to remember everything that he read. By the time that he was fifteen he was such a brilliant student that his father determined to send him to Dartmouth College.

It was no easy thing for Ebenezer Webster to send a boy to college, for he was a poor man and had a large family to support. But he knew that it would be worth everything that he could do to give Daniel the best education possible. It is said that when he told Daniel of his plans to send him to college, the boy burst into tears, for he knew that his father could not afford the money to send him.

We may be sure that the grateful boy promised himself to make the best possible use of his time and to repay his father by working hard. He carried out his promise. In the college town of Hanover, New Hampshire, he soon became known as an eloquent speaker and when he was only eighteen years old the people invited him to deliver the Fourth of July oration. He made a wonderful speech. Few men of twice his age could have done so well.

He becomes a great lawyer. After graduating from Dartmouth, Webster taught school for a while to get money to help his brother through college. Then he turned to the study of law. He became one of the greatest lawyers that America has ever produced. It is said that his fees at one time amounted to twenty thousand dollars a year. Such a sum in that day was about the same as a hundred thousand dollars would be now. So, you see, Webster's father made no mistake when he sent his son to college.

He goes to Congress. But Webster, like Clay, had little time to practice law. In 1813 the people of New Hampshire sent him to Congress. There he met Clay and Calhoun and formed with both a friendship that lasted all the rest of his life.

After a while Webster moved to Boston. But the people of Massachusetts, too, needed a man like him in Congress and sent him back to Washington. For a long time he served in the House of Representatives. Then he was sent to the Senate.

Daniel Webster loved the Union and it hurt him deeply to see the North and the South drifting farther and farther apart. Therefore he helped Clay's peace-

making plan. He wanted the North and South to be good friends. He did not want the Union to break up.

Calhoun Opposes Clay

Boyhood in South Carolina. John C. Calhoun was almost exactly the same age as Webster. He was born in South Carolina the year after Washington won the battle of Yorktown. His father was born in Ireland, but came to America when he was only six years old.

Calhoun's parents were well-to-do, and gave him the best education that could be gotten at that time. He graduated from Yale College with all the honors of his class and then studied law.

A lifetime of government service. In 1811 the people of South Carolina sent Calhoun to Washington to represent them in Congress. There he met Clay, who became a member of Congress from Kentucky the same year. With Clay he was a War Hawk and voted to declare war against England in 1812.

Calhoun remained in Congress five years. Then President Monroe appointed him Secretary of War. He served eight years as Secretary of War. He was twice elected Vice-President; was Secretary of State for a year; and spent the last five years of his life in the United States Senate.

So you see these three great men together, Clay, Webster, and Calhoun. Clay was from the West, Webster from the East, and Calhoun from the very heart of the South. All of them loved the Union. All of them wanted to see the Union saved.

But in one very important thing Calhoun differed from Webster and Clay. He believed that a state

had a right to get out of the Union if it wished. He stood for states' rights. Clay and Webster believed that the Union was intended to last forever and that a state could not secede or withdraw from it without the consent of all the people of the United States.

He opposes Clay's peace-making plan. Calhoun opposed Clay's plan for settling the quarrel between the North and the South. He said that slave owners should be allowed to carry their slaves freely into any of the territories of the United States.

The Great Debate in the Senate

Three old men plead for the Union. These three great men spoke in the Senate at the beginning of March, 1850, Clay and Webster pleading with all the power of their wonderful eloquence for the passage of Clay's plan, and Calhoun begging for fair treatment of the South.

It was one of the most solemn and important meetings that the Senate has ever held. The people of Washington crowded the Senate galleries until not even standing room was left, so anxious were they to hear the speeches.

All three of the great speakers were on the brink of the grave; they were very old men. Calhoun was too weak to deliver his speech. He tottered from the Senate after hearing it read by a friend, and died three weeks later. Clay and Webster lived two years longer, but none who listened to them through those dark March days doubted that they were making their last great effort to serve their beloved country.

Clay's speech. Clay begged the Senate to agree to his plan. He said it was fair to the North and fair to the South. If the Senate did not agree to it, the southern states would try to withdraw from the Union; and that, Clay said, would mean war. For he did not believe that a state had the right to get out of the Union.

Webster's speech. Webster began his speech by saying that he did not wish to speak "as a Massachusetts man, nor as a northern man, but as an American." He spoke for the Union, he said, for all the people, for all parts of the country. He believed that Clay's plan was fair. He believed that it would work. And he begged the Senate to vote for it.

Calhoun's speech. Calhoun said that the plan would not work. He pointed out that the North and the South had been drifting apart for many years. They were quarreling more and more often. It seemed to him that they were quarreling nearly all the time. Even if Clay's plan were adopted, he believed that the quarrel would be sure to break out again. The only way to settle the quarrel, he said, was for Congress to divide the western territories fairly between the North and the South and let the southerners carry slaves into their territories and make them slave states.

Congress agrees to Clay's plan. Congress adopted Clay's plan. The plan is known in history as the Compromise of 1850. But Calhoun was right; it did not work. The quarrel broke out again and grew more and more bitter until the North and the South came to blows and a terrible war was fought.

But all three of these great statesmen were dead before the war began. Calhoun did not see his prophecy

come true; and Clay and Webster did not know that their long years of effort to prevent war had failed.

The Story of the Chapter

Two years after the War with Mexico ended it seemed that the southern states were about to get out of the Union and start a new Union, a United States of the South. The southern people loved the Union, but they were angry about the laws helping the factories and the laws about slavery and several other matters. They felt that Congress was passing laws that it had no right to pass, and, since they could not stop it, many felt that the only thing to do was to get out of the Union so that Congress could not pass laws for them at all.

Henry Clay thought it would be a terrible thing to break up the Union that Washington and Madison and Hamilton and Franklin had helped to build. He worked out a plan for peace between the North and the South and begged Congress to agree to it. His plan was called the Compromise of 1850. Daniel Webster agreed with Clay, but John C. Calhoun did not believe the plan would work and opposed it. These three great men made speeches on the plan in March, 1850. Finally Congress took the advice of Clay and Webster and agreed to Clay's plan. But Calhoun was right; the Compromise of 1850 did not work.

Questions and Exercises

1. Tell what you know about these three men: Henry Clay. John C. Calhoun. Daniel Webster.
2. What was the Missouri Compromise?
3. What was the difference between the Missouri Compromise and the Compromise of 1850?

4. Imagine that you were a visitor in the Senate during the great debate of 1850 and write a letter to your father telling what you saw and heard.

5. Which of these three men saw most clearly what would happen in the future—Clay, Calhoun, or Webster?

6. Why did Calhoun oppose Clay's plan?

Date to Remember

1850, the Compromise of 1850, which saved the Union for ten years.



CHAPTER XXIV

THE WAR BETWEEN THE NORTH AND THE SOUTH

The North and the South Drift Farther Apart

Clay's plan fails. Four years after Clay worked out his plan for peace, blood was shed in Kansas. The westward trails through Kansas had been leading some homeseekers to stay and settle there. One group of settlers from New England wanted to make Kansas a free state. Another group from the South wanted to make it a slave state. They quarreled and fought so fiercely that the territory was called "bleeding Kansas."

The same year (1854) some people in the North started a new political party. They called it the Republican party, and said that its main object was to keep slavery from being carried into any new territory.

The new party spread over the North with the speed of a prairie fire, but of course it had no members in the South.

If the Republican party should grow strong enough to elect the President, it would go hard with the South. And that is exactly what happened. In 1860 the Republicans elected Abraham Lincoln President of the

United States. The new party was also successful in sending many Republican members to Congress.

Abraham Lincoln on slavery. Lincoln said in one of his speeches:

“‘A house divided against itself cannot stand.’ I do not expect the Union to be dissolved; I do not expect the house to fall; but I do expect that it will cease to be divided. It will become all one thing or all the other.” Lincoln believed that all the states would become slaveholding states or all would free their slaves. Remembering this speech after Lincoln was elected, many southern leaders believed that he would now work to get rid of slavery in the states. We do not know what he intended.

The South Withdraws from the Union

South Carolina takes the lead. The South did not wait to see what the Republican President would do. It seemed certain now that the North and the South could not live together in peace. If that was the case, said southern leaders, it was better for the South to end the quarreling by withdrawing from the Union.

The South believed that each state joined the Union by its own wish and consent. Therefore the South believed that each state could withdraw from the Union when it pleased. This was Calhoun's belief, and South Carolina, Calhoun's state, took the lead. It withdrew from the Union in December, 1860.

Other southern states follow. Six other southern states quickly followed South Carolina in declaring their connection with the Union ended. These were Mississippi, Florida, Alabama, Georgia, Louisiana, and

Texas. A short time later Virginia, Arkansas, North Carolina, and Tennessee also withdrew, making eleven states in all.

The South forms a new union. In February, 1861, some men from the southern states met at Montgomery, Alabama, and formed a southern union, entirely separate from the United States. They named their union the Confederate States of America.

At first the capital of the Confederate States was at Montgomery. Later the capital was moved to Richmond, Virginia. Jefferson Davis of Mississippi became President of the Confederate States, and Alexander H. Stephens of Georgia became Vice-President.

The North refuses to let the South break up the Union. The North denied that a state had any right to secede, that is, to get out of the Union. President Lincoln said that the southern states were still in the Union, and that it was his duty to enforce the laws of the United States in the South as well as in the other states.

War between the North and the South. War between the two sections was now certain. There was no escape from it. The South insisted on going its own way and living its life as it pleased. The North said it should not go.

The first shot in the terrible four years' war that followed was fired at Fort Sumter, near Charleston, South Carolina, on April 12, 1861. President Lincoln was trying to get food and reinforcements to the Union soldiers in Fort Sumter. The South attacked, fired the first shot, and captured the fort before the new Union soldiers arrived.

Northern and Southern Leaders

President Lincoln. Abraham Lincoln, the head of the Union government and commander in chief of the army and navy, was a tall, amiable-looking man with much of the appearance and a good many of the ways of a backwoodsman. In fact, he was born in the backwoods of Kentucky on February 12, 1809. His father was always an easy-going pioneer. Young Abraham grew up in a log cabin with a leaky roof, in the midst of a small clearing that barely raised food enough for the family.

When the boy was seven years old, his father moved to Indiana. But the Lincoln family remained as poor in Indiana as it had been in Kentucky until Abraham was strong enough to take on his own shoulders the work of the farm. Then the Lincolns got along a little better, for Abraham was a tireless worker.

Lincoln had but six months of schooling in his whole life, but he read over and over again the few books that he could borrow, and he thought about what he read. As a boy he studied Webster's spelling book, a life of Washington, Franklin's life of himself, and a small history of the United States. He read *Robinson Crusoe*, *Aesop's Fables*, and the *Arabian Nights*. As he grew older, he read the Bible and Henry Clay's speeches. He was a grown man before he studied grammar.

He taught himself to speak and write clear, simple English by constant practice. When he read or heard a statement that did not seem to him as clear and simple as it ought to be, he tried to express it in his own words so plainly that any boy he knew could understand it.

This practice grew into a habit with him, and when he was a middle-aged man he said of himself, "I am never easy now when I am handling a thought, till I have bounded it north, bounded it south, bounded it



Young Abraham Lincoln studying by firelight

east, and bounded it west." He tried to say what he had to say in such a way that the people who were listening to him would understand exactly what he meant.

When Lincoln was twenty-one his father moved again, this time to Illinois. Lincoln went with him, built him a comfortable cabin, split rails and fenced a farm, and then left home. He went to Springfield, studied law, and was soon practicing law. His skill in

telling funny stories made him a favorite among the lawyers who gathered at the courthouse on court days; and his simple, kindly manners made him popular with the people who had him to look after their law business, and with juries. He was successful.

Like most lawyers of that day, Lincoln was interested in politics. In 1834 he was elected to the Illinois legislature. In 1846 he was a member of Congress. He belonged to the Whig party, the party of Henry Clay. In 1858 he was a member of the new Republican party, and ran against his old friend, Stephen A. Douglas, for the United States Senate. Douglas defeated him, but the speeches that Lincoln made during this campaign turned the eyes of the whole nation upon him. From that time he was a marked man, and when the time came to choose presidential candidates for the election of 1860, the Republicans picked him to lead the party.

Lincoln was a man of great mind and great ability. Remembering the hardships of his own early life, he sympathized with all poor and unfortunate people. He sympathized with the slaves, but he also saw some of the troubles that the southern people saw in the way of freeing the slaves. He knew that the slavery question had more than one side.

We do not know what Lincoln would have done about slavery, if the eleven southern states had not withdrawn from the Union. He said many times that slavery in the states was a matter that the states alone had the right to control for themselves; that Congress had no right to interfere with matters that belonged to the states.

At the same time, he believed that a state had no right to withdraw from the Union; and, as President, he believed that it was his duty to keep the Union from breaking up.

Jefferson Davis. The President of the Confederate States was nine months older than Lincoln. Like Lincoln, he was born in Kentucky. Lincoln's father moved northward to Indiana, and remained as poor and easy-going as he had been in Kentucky. Davis's father moved southward to the Mississippi Territory, and grew wealthy raising cotton.

The two boys therefore grew up in very different ways. Young Davis had the best of schooling and entered Transylvania University at Lexington, Kentucky, at the age of thirteen. From there he went to West Point, and was trained to be a military officer.

After graduating from West Point, Davis remained in the army until 1835, when he resigned. He returned to the army in 1846 to command a regiment in the Mexican War. He made a name for himself in the battles in northern Mexico, but his fame is due to his political life and not to his service in the army.

When the fighting in northern Mexico was over he returned to Mississippi and was sent by the state to the United States Senate. Then for four years he was Secretary of War, and then again a member of the Senate.

Jefferson Davis probably had more power and influence than any other man in Washington from 1853 to 1861. Both President Pierce and President Buchanan used to ask his advice about important matters of government and to follow it.

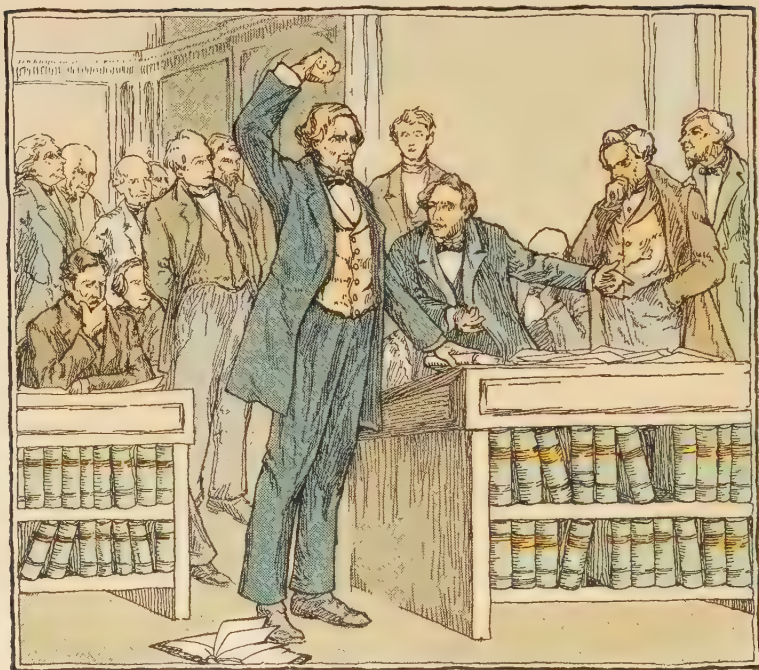
He did not want the South to leave the Union. Like Henry Clay, he believed that the rights of the South could be made safe in the Union. When his state withdrew from the Union, however, he sadly took his leave of the Senate and returned to his Mississippi plantation. It was from there that he was called to head the new Confederate government.

President Davis, like President Lincoln, was a tall, thin man, of irregular features. But unlike Lincoln, he was a man of great dignity. He could not tell funny stories and mix easily with everyday people, as Lincoln did. For this and other reasons he did not arouse the warm affection that many people felt for Lincoln. But people respected Jefferson Davis, and sometimes feared him.

Ulysses S. Grant. The greatest general on the Union side was Ulysses S. Grant. He was born in Ohio in 1822. When he was seventeen years old, his father got him an appointment to West Point, to be trained for the army. He did not like the work at West Point, but he compelled himself to finish the course. When he was graduated he became a lieutenant in the army.

His first important military service was in the Mexican War. He fought throughout the war, under General Taylor in the North and under General Scott in the South. At the end of the war he was promoted for bravery and efficiency to the rank of captain.

After the Mexican War Grant resigned from the army and went into business. He had not liked the army work, but he did not like business either. He turned from one thing to another, storekeeping, farm-

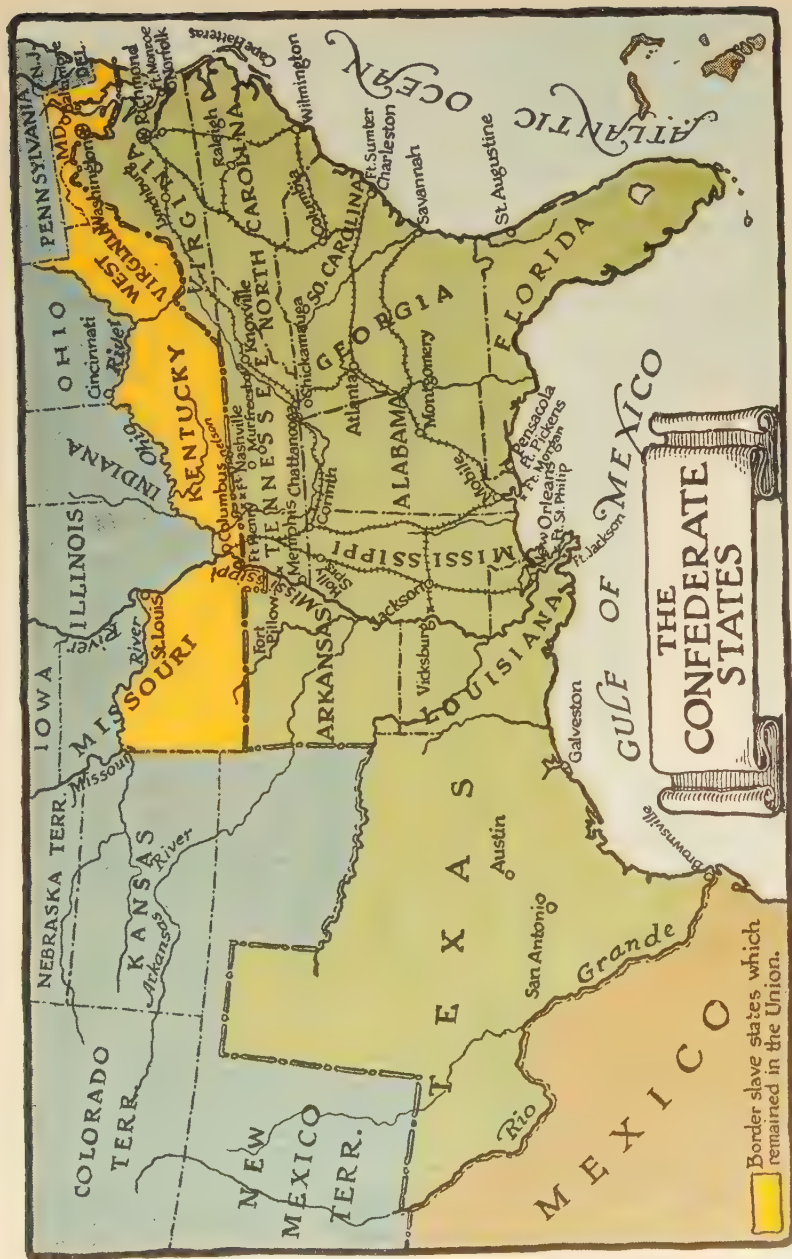


Jefferson Davis speaking before the Senate

ing, even to hauling wood. The truth is that he did not quite know what he wanted to do and sometimes became very much discouraged.

When the great war between the North and the South began, Grant was thirty-nine years old, and he was eager to get into the army again. After some delay, he obtained a command as colonel of an Illinois regiment.

In battle after battle fought in the western part of the Confederacy, he proved himself a great commander. In 1863 President Lincoln made him commander in chief of all the Union forces in the western field.



The following year the President moved Grant to Virginia and gave him the task of crushing General Lee and breaking down the Confederacy. This task Grant finished in April, 1865, and brought the war to an end.

General Grant did not look like a soldier. He was a short, heavily built man, with reddish brown hair and beard, and he liked to wear an old, shabby uniform.

After the war General Grant was twice elected President of the United States, and served two terms, from 1869 to 1877. As President, he was less successful than as a soldier; but many people in the North liked him so well that they wanted him to run for the presidency for a third term.

Robert E. Lee. The greatest southern general, and one of the great generals of the world, was Robert Edward Lee. He was born in Virginia, on January 19, 1807, and was therefore a little older than Lincoln and Jefferson Davis.

A northern historian has described Lee as he was at the beginning of the war. He says: "Lee was now fifty-four years old. His face showed the ruddy glow of health and his head was without a gray hair. He was physically and morally a splendid example of manhood. He had the best blood of Virginia in his veins. He was honest, sincere, simple, kindhearted, patient, refined, and courteous. Dignified and proud, never lacking self-command, he was in every respect a true man."

No doubt Lee got his liking for military life from his father, Henry Lee, who was one of Washington's most trusted officers. Henry Lee was called "Light-Horse Harry" on account of his dashing cavalry charges.

Lee's life was very different from the lives of Lincoln and Grant. During all of his childhood he was taught by private tutors, and studied hard. At the age of eighteen he was appointed to West Point. General Andrew Jackson got him the appointment. At West Point he still studied hard, and finished second in his class of forty-six, without a single demerit or black mark against his record. Duty, he said, was the greatest word in the English language, and throughout his whole life he did his duty as he saw it.

For thirty-two years, from 1829 until 1861, Lee was always in the service of the United States government. General Scott said that he was the most useful officer in the Mexican War, and declared that he would, if given a chance, prove himself to be the greatest general of his time.

At the beginning of the war between the North and the South, Lee was offered the command of the Union army, but he did not accept. He said that he could think of no misfortune more terrible than the breaking up of the Union, but that he could "take no part in an invasion of the southern states." He could not lead an army against the people of his own state.

So, when Virginia withdrew from the Union, Lee resigned his place in the United States army and took command of the Virginia soldiers. From this position he was promoted to be commander in chief of all the Confederate armies in northern Virginia, with the duty of defending Richmond and the Confederate government from the Union armies.

For nearly three years General Lee withstood northern attack. He proved himself, as Scott had said he

would, one of the greatest commanders of the day. Soldiers of all nations have studied General Lee's campaigns and have declared them models of military skill.



President Lincoln's first call for volunteers was for three months' service. The war lasted four years.

But month after month Lee's army grew smaller. He could not fight without losing men, and the South could not make up his losses. It was worn out. Finally on April 9, 1865, Lee surrendered to General Grant all that was left of his shattered, starving army, and the war was over.

After the war General Lee became president of Washington and Lee University, at Lexington, Virginia.

How the War Was Carried On

The work of the northern navy. The North used the navy to guard and blockade the southern coast, so that the South could neither sell its cotton and sugar and tobacco in Europe nor buy clothing and war supplies for its army.

At first the South had no warships, and the northern navy was entirely successful. It closed the southern harbors, sailed up and down the coast, and prevented the South from carrying on foreign trade.

As the South had few factories, the blockade was a terrible hardship for the people. Most of the negroes remained at home and continued to work the plantations, so that food was plentiful enough, but factory goods became scarcer and scarcer. Tools wore out and could not be replaced. The railroads, engines, and cars broke down and could not be repaired.

The southern government built furnaces and iron foundries and powder mills to make guns, cannon, and ammunition; but they could not supply the needs of the southern soldiers. To clothe the soldiers, spinning wheels and looms were set up in every home, and women and girls spun and wove and knitted from morning till night.

Medicines gave out and no more could be had, except what could be smuggled in through Mexico. Coffee gave out, but the southern people found that parched corn and okra seed made a good drink. Soda gave out, and the ashes of burnt corn cobs were used to make the cornbread rise. These and many other things had to be used by the southern people to take the place of things that the northern warships kept them from buying.

In the North all was different. There the factories worked overtime, turning out cannon and munitions, uniforms, wagons, railroad rails, engines, and cars. And everything that they could not make, they could buy. For all the world was open to the North, and all nations were ready to sell it what it needed. They were just as ready to sell to the South, but the North had shut the door. Foreign goods could not get in.

Just imagine that a wall were built around your county so that nothing could be shipped in or out, and you will get a very good idea of the success of the northern blockade. It was like a wall built around the South. Goods could not get through.

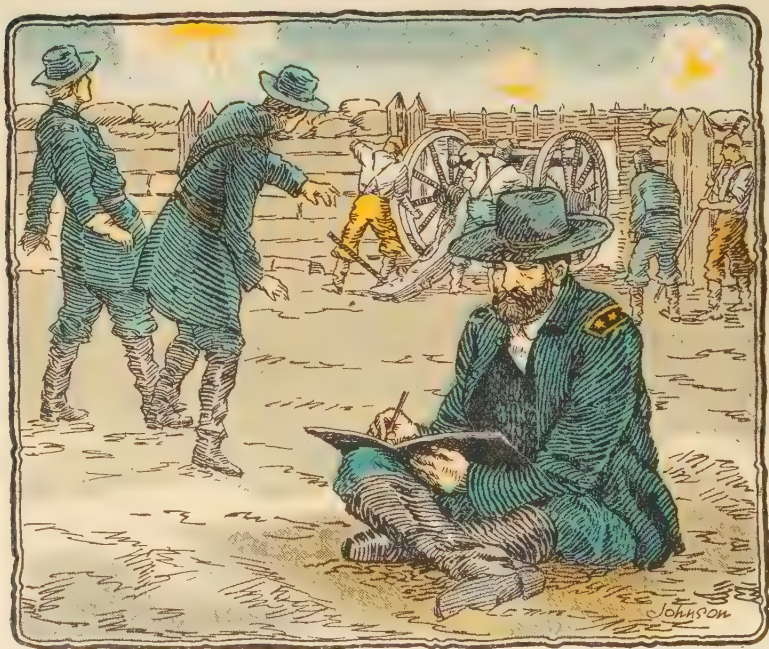
The North had more men than the South. When the war began, the North had twenty-two million people. The South had five million white people and four million negroes. During all the four years of the war, European immigrants entered the North to work in the factories and on the farms, but very few went to the South.

The South won many battles, but became constantly weaker. When it lost a man it could not replace him, but the North had a man to put in the place of every one that it lost.

General Grant comes to the front. The first important success of the Union army in the West was the capture (1862) of Fort Donelson in Tennessee, near the mouth of the Tennessee River. General Grant commanded the Union army there, and his victories won him fame and promotion.

Grant captures Vicksburg. We cannot tell in this book the story of the desperate fighting that followed.

Resisting bravely, the Confederate soldiers fell back, and General Grant advanced southward. Through Tennessee and Mississippi toward Vicksburg he marched. If he could take Vicksburg he could control the whole



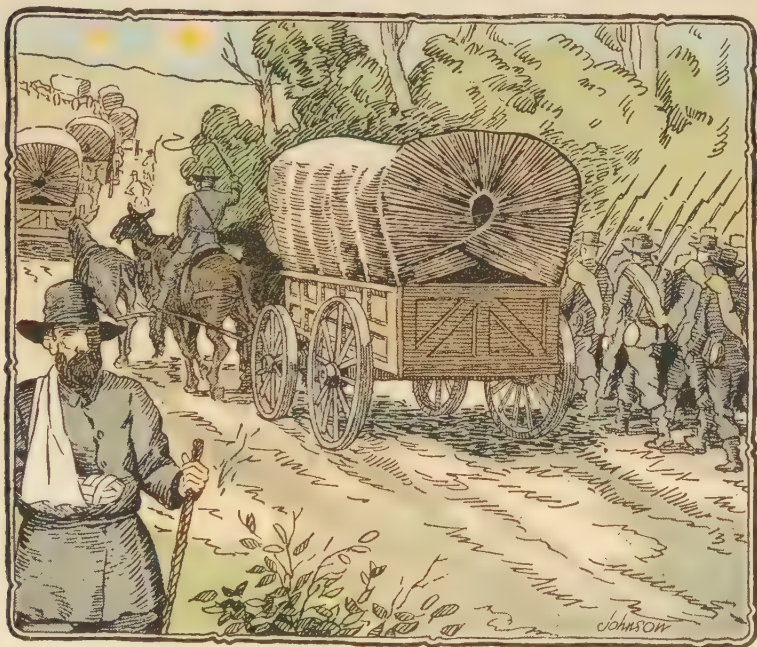
General Grant under fire, planning his campaign

Mississippi River. The South would be split in two, for the navy had already captured New Orleans. Vicksburg surrendered on July 4, 1863.

Arkansas, northern Louisiana, and Texas remained free of Union troops, but they were now cut off from the rest of the Confederate states.

Grant forces the Confederate armies from Tennessee. Grant turned next to eastern Tennessee, and fought some terrible battles around Chattanooga,

which drove the Confederate armies southward toward Georgia. In 1864 President Lincoln moved Grant to Virginia to oppose General Lee. General William T. Sherman took Grant's place in the Georgia campaign.



A train of supply wagons of the Confederate army on the march

Sherman's march to the sea. Sherman formed the plan of capturing Atlanta and then marching through the heart of Georgia to Savannah. He believed that in this way he could hasten the end of the war.

Sherman began his march in November, 1864, and captured Savannah a few days before Christmas. His army destroyed everything that lay in its path; it burned houses, barns, fences, gins, and railroad stations. Wherever he went he took horses, mules,

cattle, hogs, chickens, and every living thing. He blew up bridges, tore up railroads, burned the ties, and twisted and bent the rails around trees, so that they could never be used again.

General Sherman believed that he destroyed southern property worth a hundred million dollars. Besides the terrible loss to the people of Georgia, the destruction of the railroad cut off the supplies that General Lee's army had been getting from Georgia, and very soon his men were almost starving.

The march to the sea cut the Confederate States into two widely separated halves. Virginia and the Carolinas were in the East and Arkansas and Texas in the West. The Union army held the territory between these two halves.

The northern army in Virginia. The task of the Union army in Virginia was to capture Richmond and the Confederate government. But Lee commanded the southern army in Virginia, and month after month and year after year he held the Union forces at bay. They could not break through. They could not get to Richmond.

All the time, however, the South was using up men, horses were being killed, wagons were destroyed, engines and cars were wearing out on the railroads. It became harder and harder to get men to fill the places of those killed and wounded in battle, and harder and harder to get the food and other supplies that an army must always have.

When Grant was moved to Virginia, he could afford to lose two or three men for every one that Lee lost and still remain the stronger. Therefore he determined to

fight and fight until all Lee's men were gone. His losses were terrible, but he was resolved not to stop. He said he would capture Richmond and break up the Confederate government no matter what the cost.

Lee surrenders. Finally the time came when Lee had scarcely one man to Grant's four. Some of Lee's men were barefooted. All of them were hungry. He could get no more men; he could get no more food; and Grant's army was all around him.

The end had come. General Lee's army could fight no longer.

On April 9, 1865, General Lee sent General Grant a note, asking for a meeting to discuss terms for the surrender of all that was left of his army.

Twenty years later General Grant wrote a description of the meeting in words that proved him to be a kind and generous man as well as a great general. He said:

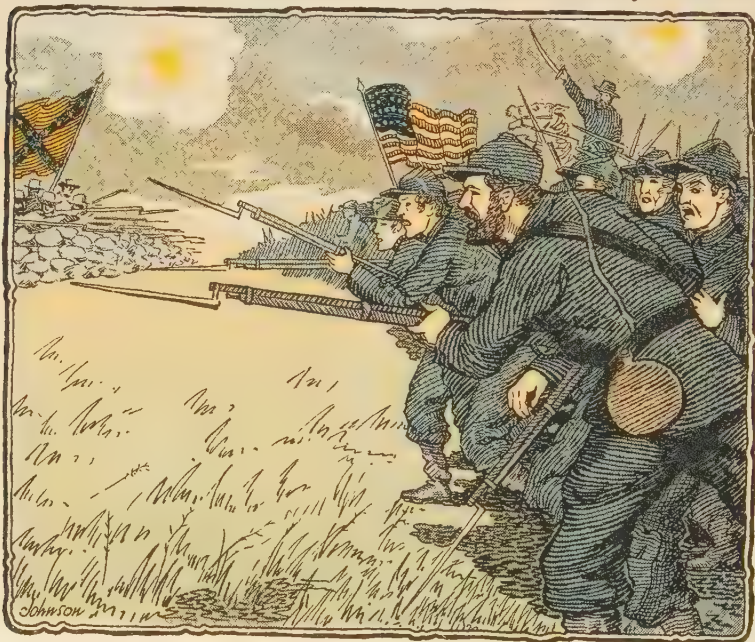
"What General Lee's feelings were I do not know. As he was a man of much dignity, and controlled the expression of his face, it was impossible to say whether he felt glad that the end had finally come, or felt sad because the South had lost, and was too manly to show it.

"Whatever his feelings, they were entirely hidden from me; but my own feelings, which had been jubilant on the receipt of his letter, were sad and depressed. I felt like anything rather than rejoicing at the downfall of a foe who had fought so long and so bravely and had suffered so much.

"We soon fell into a conversation about old army times. Our talk grew so pleasant that I almost forgot

the object of our meeting. After the talk had run in this style for some time, General Lee called my attention to the object of our meeting."

General Lee asked General Grant to write out the terms for the surrender of the southern army. Grant



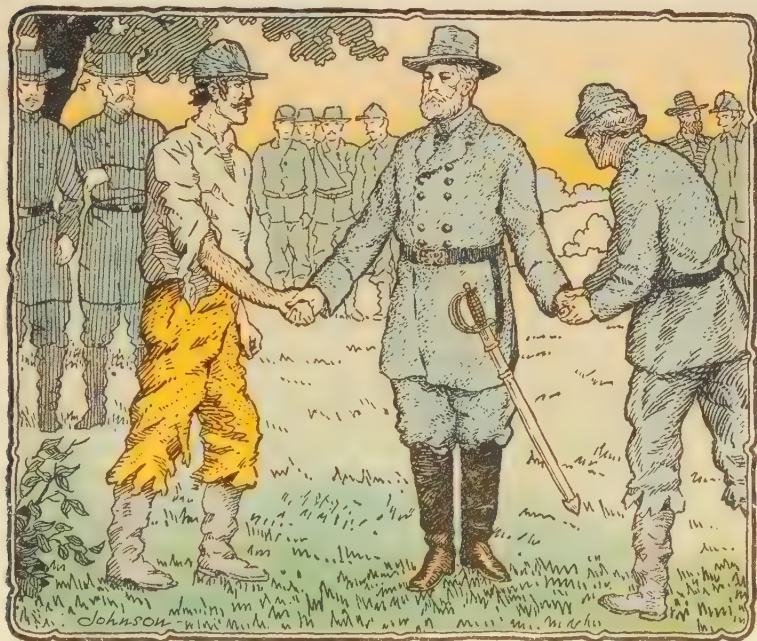
A charge of the Union forces against General Lee's army near Richmond.

then wrote out a very short statement: All cannon, guns, wagons, and other property belonging to the Confederate government were to be turned over to the Union general.

Lee's officers and men were to keep their horses and personal property and go to their homes, after giving their word that they would not again fight against the United States.

General Lee thanked General Grant for allowing his men to keep their horses, for they would need them now to work their farms.

As Lee rode sadly back to his men, they gathered around him, weeping and wringing his hand. Tears



General Lee's farewell to his soldiers

came to his eyes, and in a choking voice he said: "We have fought through the war together. I have done the best I could for you. My heart is too full to say more."

The next day he issued a farewell address, thanking the men for their faithful service, and advising them to go home and obey the laws.

President Lincoln's Plan for the South

President Lincoln frees the slaves. During the war President Lincoln issued a proclamation declaring slavery at an end in the Confederate states. Now his plan was to bring the South back into the Union after getting the southern people to agree to the freedom of the slaves.

The death of Lincoln. Most of the southern people were ready to accept President Lincoln's plan; but the plan was changed by a tragic accident. On April 14 President Lincoln was shot and killed by an insane actor while he was at the theatre in Washington. This mad act took the President's wise leadership from Congress, and Congress now refused to carry out his plan.

Hardships of the South

Congress punishes the South. Andrew Johnson, the Vice-President who now took Lincoln's place, was from Tennessee. He was a southern man. He wanted to carry out Lincoln's plan. He was a good man, but he was not so wise as Lincoln had been. He did not know how to get along with other men. He quarreled with Congress, and after a while Congress simply took the government out of his hands.

Congress believed that the South ought to be punished. Therefore it took away from most of the southern white men the right to vote and hold office, and gave the right to vote to the negroes, who were now free.

Mean and dishonest white men flocked into the South from the North, put themselves at the head of the negroes, took charge of the state governments, and plundered and injured the South without mercy.

Leaders in Congress feared that southerners would again enslave the negroes, so they put soldiers into the South to protect them, and also to protect the new state governments.

The Southern people regain control of their states.

For ten years the condition in the South was dreadful, but gradually southern white men again got control of their states and put out the dishonest and corrupt office holders.

At the same time people in the North changed their minds. They began to say that the South had been punished enough, that the people ought to be allowed to govern themselves.

President Hayes removed the soldiers from the South, and by 1876 the southern states were again under the control of their own people.

The ten years from the time the war ended until the southern people again got control of their state governments are called the Period of Reconstruction. It was supposed to be a time for recovering from the losses and suffering caused by the war.

But the real reconstruction came much later. The South learned new ways of living and of doing things. The large plantations were divided into small farms; factories were established as in the North; rushing cities took the place of quiet, sleepy villages. The New South no longer lives by farming alone. Its people follow many ways of making a living.

The Story of the Chapter

The Compromise of 1850 did not work, so the quarrel between the North and the South began again. Many

of the southern people wanted slavery allowed in all the country. People in the North started a new political party, the Republican party, to oppose this. In 1860 they elected Abraham Lincoln President of the United States.

We do not know what Lincoln would have done about slavery, but the southern States did not wait to see. They withdrew from the old Union and formed a new union of the South, which they called the Confederate States of America.

President Lincoln believed that a state did not have a right to get out of the Union. He called for soldiers to keep the southern states from withdrawing. President Jefferson Davis likewise called for troops to defend the Confederate States, and a terrible war began between the North and the South. This struggle lasted four years.

The North was very much stronger than the South. It had more men, more ships, more money, and more factories than the South, and it won.

During the war President Lincoln set the slaves free. He was a kind man, and, when the war was over, he wanted to make it easy for the southern states to come back into the Union, but some of the leaders of Congress had laws passed which placed the South under military rule for ten years.

Questions and Exercises

1. Why was the Republican party started? Why did it have no members in the South? Has it many members in the South today?
2. Why did the southern states wish to get out of the Union?
3. Make a list of the four great leaders mentioned in this

chapter. Which do you most admire? Give reasons for your answer.

4. In what four things was the North stronger than the South? In what ways did the South have the advantage in the war?

5. Name the states in which most of the fighting took place.

6. Write a short paragraph telling how the people in the South lived during the war.

7. What part did the navy play during the War between the North and the South?

8. Why did the capture of Vicksburg weaken the South?

9. How were the southern slaves freed?

10. How did President Lincoln want to treat the South after the war? Were his plans carried out after his death?

Map Work

1. On an outline map of the United States color the Confederate States of America. 2. Put on your map the following places: Washington, Richmond, Vicksburg, Chattanooga, Atlanta, and Savannah. 3. Draw a line showing Sherman's march through the South.

Date to Remember

1861-1865, the War between the North and the South.



CHAPTER XXV

THE MAGIC EFFECTS OF MACHINERY

A Story of Amazing Progress

Increase in the number of people. Since the war between the North and the South, the people in the United States have increased from thirty-five million to more than a hundred million, and these hundred million people enjoy comforts and pleasures not even dreamed of by their fathers and grandfathers seventy years ago.

Improvements in ways of traveling and sending news. One reason for our comforts and pleasures is the ease, cheapness, and speed with which we can travel, ship goods, and send news.

Railroads cross the United States from east to west and from north to south like lines on a gridiron. Alongside the railroads there are paved and improved roads, on which trucks, busses, and automobiles travel with the speed of express trains. Airplanes roar overhead, carrying mail and precious freight. Telegraph and telephone wires stretch mile after mile along the roads, carrying millions of messages every day; and radio

waves fill the air and carry the human voice to places that telegrams and telephone calls cannot reach.

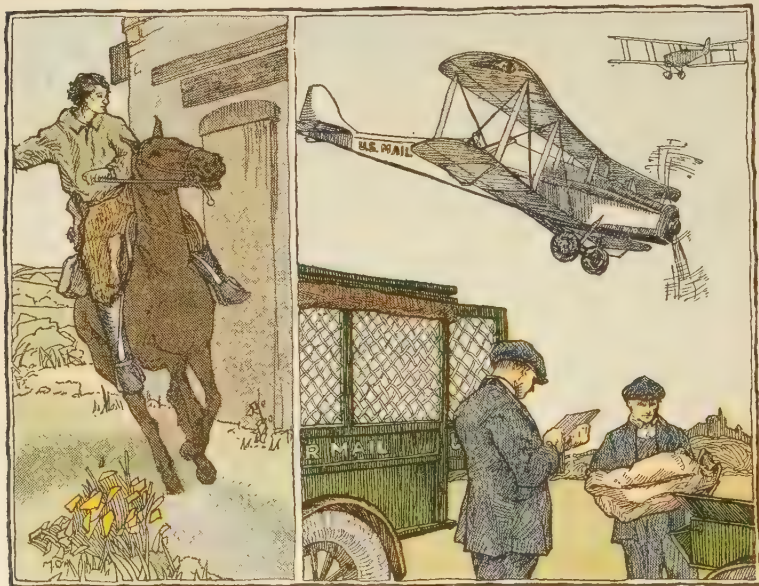
A nation of cities. The railroads, the automobiles, and the telegraph and telephone lines have helped to make the United States a nation of cities. More than half of our hundred million people live in cities and towns.

And such grand and elegant cities! Paved streets, lighted by electric lights! Buildings forty stories high and three stories below ground! Buildings with offices for ten thousand people! Hotels with rooms for five thousand people; a bathroom, hot and cold water, steam heat, telephone, electric lights, and fans in every room! Stores that cover a block and furnish work for thousands of workers! Shops and factories turning out goods for the whole world; making machinery, tools, clothing, household and kitchen furniture, and all the things that people need! Parks, museums, libraries, and art galleries to amuse and teach the swarming millions of the cities! And schools of such size and comfort and beauty as would have made Benjamin Franklin and Thomas Jefferson speechless with wonder!

But great cities are not all comfort and happiness. In every big city there are parts that are dreary and sad. In wretched shacks, or in huge barn-like buildings crowded close together, whole families of five or six live in one or two rooms. Children are half-starved and lack clothing to go out of doors. Because of poor living conditions, sickness is common and the care of a doctor or a nurse is rare. Books, music, pictures, and flowers are almost unknown. And yet, even in these things

real progress is being made. City governments, public welfare clubs, and social service workers are doing much to better these conditions.

Improvements in rural life. The people in the country have changed as greatly in their ways of living as those in the cities. Many farm houses now have all the



It is not a great many years, but it is a long way in the history of mail carrying, from the Pony Express rider to the mail plane of today.

comforts of city homes. They have electric lights, bathrooms, furnace heat, ice, telephone, and radio; and the rural mail carrier brings the daily newspaper to the door.

By using tractors, cultivators, planters, and reapers, one man can do the work of a farm more easily than ten men could do it seventy years ago. The automobile carries the things raised on the farm to the city market, and takes the farmer's family to the "movies," to

church, and to shop. The automobile, the good roads, the telephone, the radio, and the rural mail delivery and parcel post have really taken the country to the city and the city to the country.

But still, as in the cities, all is not comfort and happiness. Many people live in tumble-down cabins on



The first railway cars looked very like stagecoaches. Some had not even an engine but were pulled on the rails by horses. Today the cars of one of our fast trains would never remind one of a stagecoach.

rented land. There is much sickness caused by dirt and flies and mosquitoes. Many children are kept from school because they must work or because their parents cannot give them proper clothes.

Let us turn now to the history of some of the things which have made such marvelous changes in the lives of the American people.

The Story of the Railroads

Small beginnings. As late as 1860, when Lincoln was elected President, there were very few railroads, and the main lines were not as good as sidetracks are now. The iron rails were light, and quickly wore out. The engines were small, and burned wood for fuel. They puffed showers of sparks and burning chips from their enormous smokestacks, but with all their puffing they could pull no more than ten or twelve loaded cars. The cars, too, were small. The passenger cars were hardly larger than our trolley cars.

Ox-wagon, stagecoach, and Pony Express. Most of the hauling of freight in 1860, when Lincoln was elected, was done by wagons drawn by horses, mules, and oxen. Much of the traveling was still done on horseback and in stagecoaches.

There were only a few miles of railroad west of the Mississippi River. A stagecoach carried passengers and mail from St. Louis to San Francisco. The route of the stage was southward through the plains of Arkansas and Texas, and then westward through the deserts and mountains of New Mexico and Arizona. The trip one way took twenty-one days.

The Pony Express carried important mail to California by a shorter route in ten days. The riders rode day and night, changing horses every few miles. Sometimes the path of the rider "led across level prairies, straight as the flight of an arrow. It was oftener a zig-zag trail along steep cliffs and dark, narrow canyons where watchful Indians hid, eager for the scalp of the daring man who was brave enough to enter their mountain homes.

“There was no idling for man or beast. When the rider rode up to the station, both a fresh rider and a fresh pony were always ready to take his place. The only delay was a second or two as the mail bag was thrown on the fresh horse and the rider leaped into his place; then away they rushed down the trail, and in a moment were out of sight.”

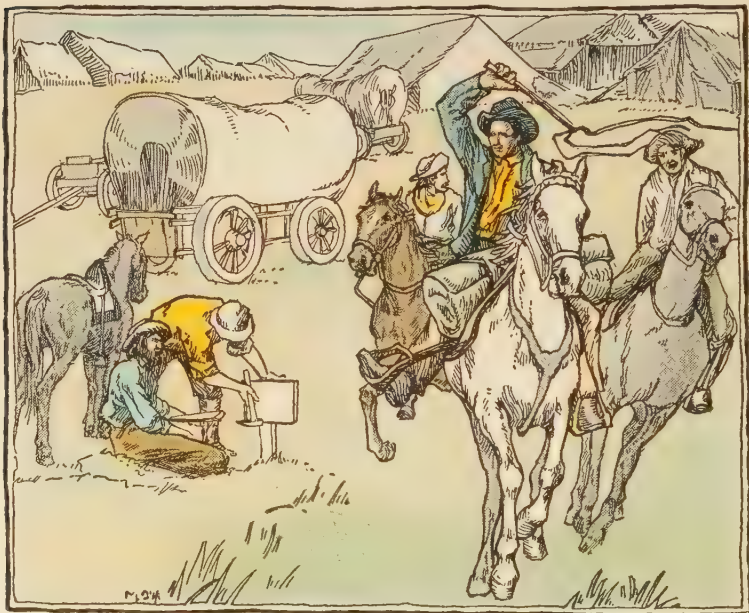
The day of great things. But we no longer travel and send our mail as our grandfathers did. Now our hundred million people have more than two hundred and fifty thousand miles of railroad in their country. Placed end to end, the heavy steel rails would go ten times around the earth. Great engines, burning coal or oil for fuel, pull twenty times the amount of freight that the busy, puffing little engines used to haul. Cars today are built of steel, and the passenger cars are like palaces on wheels, large and comfortable, furnished with easy chairs, electric lights, fans, and hot and cold water.

The automobile and the airplane. But still the railroads do not haul all the freight nor carry all the passengers. The automobile truck has taken the place of the wagon, and the automobile and the airplane have taken the place of the horse and the stagecoach.

The Pony Express has gone the way of the ox-wagon. Fast trains run from St. Louis to San Francisco in three days; the airplane makes the flight in a day; and telegraph and telephone messages cross the continent in the twinkling of an eye.

The inventions and discoveries of men. All these changes have been brought about through the clever inventions and discoveries of men. The inventions seem

natural to us, because we see their workings every day; but to the men and women of the time of Calhoun, Webster, and Clay, if they could return to the earth,

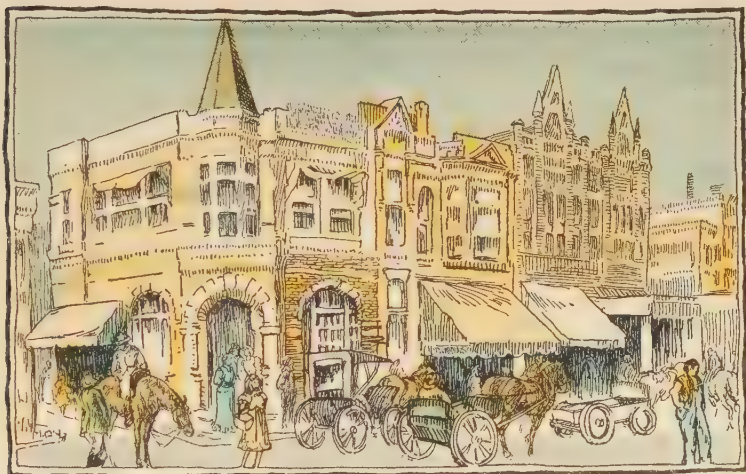


A vast open prairie was changed almost in a twinkling to a land of thriving farms and towns, when Oklahoma was opened for settlement.

these inventions and discoveries would seem more miraculous than the doings of Aladdin and his wonderful lamp.

Building railroads from ocean to ocean. The first railroad across the continent was the Union Pacific. It was finished in 1869, four years after the war between the North and South ended. Two companies started building at the same time, one eastward from San Francisco, California, and the other westward from

Omaha, Nebraska. There was already a road from Chicago to Omaha, and when these two new lines should meet, the railroad would stretch from ocean to ocean.



Guthrie, Oklahoma, four years after the country was opened. Settlers raced for the free land, and towns of tents became towns of wood and brick in a few weeks' or a few months' time.

The government helps the railroad builders. In order to help the work, the government gave the railroad companies thirteen thousand acres of land along the right of way, for every mile of road that they built, and it lent them money besides. A race was started between the two companies. Each company wanted to build as many miles of railroad as possible in order to get more government land.

The Indians try to stop the work. The builders had to dig tunnels through the mountains and to cross dry, desert plains. They had to be always on guard against the Indians, who attacked their camps and sometimes

tore up the tracks. The Indians knew that white settlers would follow the railroads and take their hunting grounds, so they tried in every way they could to keep the railroads from being built.

The buffalo furnishes food. But how could the army of workmen get food? The buffalo answered that question. Thousands of these clumsy beasts roamed the plains from Montana to Texas, and the railroad companies hired hunters to kill them and keep the men supplied with fresh buffalo meat. One of the hunters, William F. Cody, killed nearly five thousand buffalo in a year and a half. People called him "Buffalo Bill" all the rest of his life.

The first railroad finished. The railroad building toward the east met the line building toward the west near Ogden, Utah, on May 10, 1869. There was great rejoicing, and the last rails were joined together with a golden spike.

The Union Pacific stretched across Nebraska, Wyoming, Utah, Nevada, and California and bound the new West to the old East with links of steel. In a few years branch lines ran north and south of the main line, and these branches brought other regions into connection with the Atlantic and the Pacific. In a few more years there were five railroads crossing the United States to the Pacific.

Changes made by the railroads. Villages sprang up along the railroads and grew into cities. Farms and ranches raised wheat and cattle, and the railroads carried the wheat and cattle to the eastern cities to feed the toiling thousands in machine shops and factories who could no longer raise their own food. At the same

time the railroads carried to the West the tools, machines, and store goods that the people on farms and ranches needed.

This exchange of the goods of one region for those of another shows us how all parts of the country depend upon one another. The people of the cities would starve without the meat and grain and vegetables and milk and butter and eggs that the farms and ranches raise. The farmers and ranchers would be very uncomfortable if they could not sell their things and get the goods of the cities. The railroads help all of us to get what we want when we want it.

Talking and Sending Messages by Electricity

The telegraph. We have already had the story of the beginning of the telegraph. Very soon telegraph messages were going from New York to San Francisco, and across the ocean by cable to Europe. Now the wires on land and the cables under the seas bring all the countries of the world close together.

The telephone. The telephone, which carries the human voice over the wire, was invented in 1876 by Alexander Graham Bell, a music teacher in Boston University. This was four years after Morse, the inventor of telegraphy, died. Professor Bell was a Scotchman. He was born and educated in Scotland, but his work on the telephone was done in the United States, and the people of the United States use the telephone more than any other people in the world.

Wireless. In 1899 William Marconi, an Italian, invented a way to send messages through the air without the use of telegraph wires. This means of sending and

receiving messages is known as "wireless telegraphy," or simply "wireless." It seemed a miraculous invention.

Radio. Along about 1925 the radio came into general use in the United States. The radio is a sort of wireless telephone. It enables people to hear speeches and



"Buffalo Bill," the famous Indian fighter, hunter, and scout

music over great distances and it has come to be of great importance in carrying on business and education.

Changes made by rapid communication. We can notice here only a few of the useful changes that the telegraph, telephone, wireless, and radio have made in the way we live.

First, we can carry on business much more quickly than our grandfathers could. Business that it used to take weeks and months to settle when General Jackson was President can be settled now by two or three telegrams, or by a few minutes' talk over the telephone.



A Texas cowboy. Cattle ranching started in Texas, and spread over the western plains as far north as Canada. Then little by little the free cattle ranges grew fewer as more and more of the western prairies were fenced off into farms and pastures.

Second, life and property are safer than they would be without such inventions. We can give a fire alarm, call the doctor, or get the policeman by telephone. Ships in danger at sea can call other ships to their help by wireless.

Third, life is brighter and happier. We no longer lose touch with our loved ones when they are away. We can reach them in a few minutes with a telegram, or we can talk with them over the telephone. Even on the ocean we can get messages to them by wireless. By radio we can send messages and listen to concerts, speeches, and sermons a thousand miles away. All the people in the world have been drawn closer together by these wonderful inventions which enable us to talk and send messages by electricity.

Living by Machinery

✓ **The machine age.** In everything that we do from morning until night machinery has had a part. We live in an age of machinery.

We rise in the morning from beds made by machinery. All of the clothes that we put on may be made by machinery. Our breakfast is cooked on a stove. A stove is a machine. It is heated by wood, coal, gas, or electricity. All these kinds of fuel are brought to us by machinery. Our cereal and bacon are prepared and brought to us by machinery. The bread for our toast is probably mixed by machinery, and the wheat from which it is made is handled by machinery from the time it was planted until it is put on our table.

We ride to school or to work in some kind of machine, an automobile or electric street car. We sit at a desk made by machinery and write with a pen or pencil made by machinery, or with a typewriter which is itself a wonderful machine. Our marbles, tops, balls, bats, gloves, skates—everything with which we play—are made by machinery. And so on throughout the day.

Electrical machines and inventions. None of our machines and inventions are more important than those which harness electricity and make it work for man.

We have already talked of the telegraph and telephone, of wireless and the radio. They are all run by electricity. Our automobiles and gas engines, too, must have electricity to make them go. They stop when the battery quits working.

Edison, the wizard of electricity. Many inventors have helped to make electricity work for men, but none has done more than Thomas A. Edison. He made so many and such wonderful inventions that the newspapers nicknamed him "the wizard." Even Aladdin's magical lamp did no greater wonders for him than electricity did for Edison.

Edison was born in a little town in Ohio. When he was eleven years old he became a newsboy on the train, selling papers, fruit, and candy to the passengers. Then he learned to be a telegraph operator. He spent only a few months in school, but he was always a hard worker. reading and thinking and teaching himself.

The first important thing that he did was to make a better telegraph instrument. He made enough money from this invention to set up a laboratory and hire helpers. From that time on, one marvelous invention after another came out of his workshop to take its place in our homes.

The electric light is the greatest of his inventions. It is used in nearly every town house in the United States, and in the farthest parts of the world. It is used in India, in China, in Africa. It is used wherever men live or wherever they go with an automobile or a flashlight.

Another of Edison's inventions, the phonograph, has increased people's pleasure and happiness beyond our power to measure or describe. People living on far western ranches, on southern farms, and in northern lumber camps can put a record on the machine and



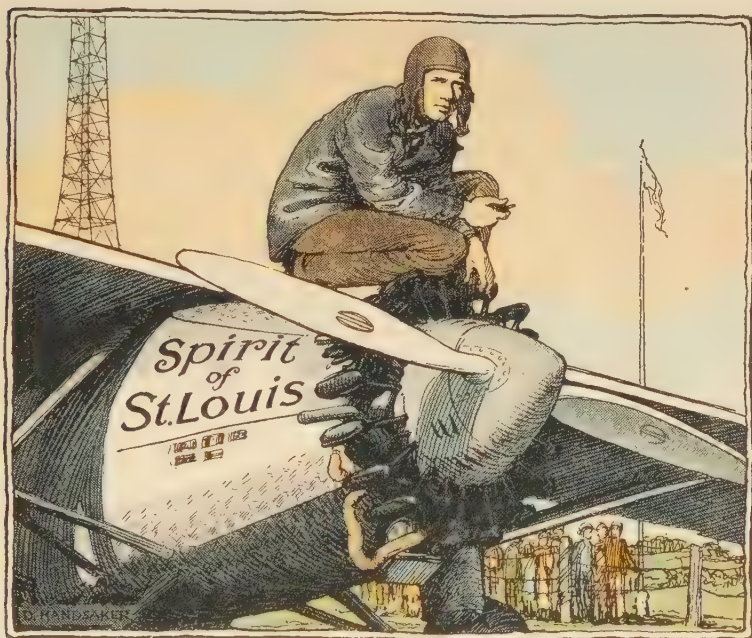
Edison at work in his laboratory

hear the greatest singers and musicians in the world. Just suppose the phonograph had been invented a hundred years earlier; we could today hear George Washington's voice.

When Edison was trying to solve a problem, he worked day and night, sleeping only a few hours and hardly taking time to eat. This went on sometimes for

weeks and months. He could not rest until the job was done; and then he would soon start on a new problem.

History tells us of but one Edison. We cannot do the things that Edison has done, but by working hard we can all add a great deal to our usefulness in the world.



Charles A. Lindbergh and his airplane the "Spirit of St. Louis" in which he flew alone across the ocean from New York to Paris in May, 1927. He made this flight of 3,610 miles in 33½ hours.

The Story of the Chapter

We saw in Chapter XXI how steamboats, factories, railroads, telegraphy, and machinery began to change all the ways of living in the United States. The invention of new machines never stopped. More and more railroads were built, telegraph wires were stretched over

all the United States. Many new factories were built, and great cities grew up around the factories. The railroads and steamboats took food and material from the farms to the cities and carried back to the farms goods from the stores and factories of the cities.

Bell invented the telephone. Marconi invented a way to send telegraph messages without wires. Then men began to study how to send telephone messages without wires, and at last they invented the radio machine. Other men went to work to make a machine that would run on the streets and roads without horses. They made the automobile. Still others were trying to make a flying machine, and finally they invented the airplane. Edison, the "wizard," invented the electric light and a hundred other things for the use and comfort of the people. And still the inventions are going on, making the days we live in an age of machinery. It seems that we almost live by machinery.

Questions and Exercises

1. Make a list of the ways in which machinery has changed the life of the people living in cities. Make another list of the ways in which machinery has changed the life of those living in the country.
2. Has the city gained more benefit from machinery than the country? Give reasons for your answer.
3. How has machinery made it possible for people to settle the West?
4. List four ways in which we can send messages by electricity.
5. Who is the "wizard" of electrical machinery? What have you read or heard about him besides what is in this book? What is probably his most useful invention?
6. Write a short story of the building of the first railroad across the American continent.

Map Work

1. On a map of the United States draw a line showing the route of the first railroad across the continent. 2. Draw a line from the place where you live to New York City. To San Francisco. To Chicago. To New Orleans. 3. Mark on the map the large cities through which you would pass in going from your home to each of these places.

Date to Remember

1869, the finishing of the Union Pacific Railroad.



CHAPTER XXVI

FOUR GREAT LEADERS

Fifteen Presidents. From the time when President Lincoln was killed until Herbert Hoover took office in 1929, the United States has had fifteen Presidents. We cannot here study the work of each of these men. The list given here tells their names, the dates of their service, and the states from which they were elected.

Name	In Office	Elected from
Andrew Johnson	April, 1865–1869	Tennessee
Ulysses S. Grant	1869–1877	Illinois
Rutherford B. Hayes	1877–1881	Ohio
James A. Garfield	March–September, 1881	Ohio
Chester A. Arthur	September, 1881–1885	New York
Grover Cleveland	1885–1889	New York
Benjamin Harrison	1889–1893	Indiana
Grover Cleveland	1893–1897	New York
William McKinley	1897–September, 1901	Ohio
Theodore Roosevelt	September, 1901–1909	New York
William H. Taft	1909–1913	Ohio
Woodrow Wilson	1913–1921	New Jersey
Warren G. Harding	1921–August, 1923	Ohio
Calvin A. Coolidge	August, 1923–1929	Massachusetts
Herbert Hoover	1929–	California

Four of these fifteen men rank among the great men and the great leaders of the United States. They are Grover Cleveland, Theodore Roosevelt, Woodrow Wilson, and Herbert Hoover. We must learn something about them and their work.

Grover Cleveland

Boyhood. Grover Cleveland was born in a village in New Jersey, on March 18, 1837. His father was a Presbyterian minister with a large family and a small salary, so that Grover had to go to work and earn his own living at an age when most boys are in school. But he liked to work, and he liked to study, so that his having to work did not keep him from getting a very good education.

First he worked in a grocery store, running errands, sweeping the floor, and, as he grew older, waiting on people. When he was seventeen he got a place in a law office. Here he swept the floor, copied letters, took care of important papers, and did whatever odd jobs there were to do. Between times he studied law, and when he was twenty-two he became a lawyer in the city of Buffalo, New York.

Early manhood. Cleveland's mind was slow and plodding. He feared nobody, and nobody could tell him what he ought to do. He thought things out for himself. When he had once made up his mind in an important matter he hardly ever changed it. Almost the last words that he spoke before he died were: "I have tried so hard to do right."

People like such a man, and they liked Cleveland. They took their law business to him, and he served

them faithfully and honestly. But he was a quiet, modest man, not a "mixer," and for a long time very few people knew him.

When Cleveland was thirty-three years old, he was elected sheriff of his county. This election brought him into politics, but he carried on the duties of this office as he had carried on his law business. He was still quiet and plodding and faithful. People trusted him, but they still thought very little about him. Eleven years later they elected him mayor of the city of Buffalo. Then people began to learn about him.

Rapid rise to the presidency. When he was elected mayor of Buffalo (1881) Cleveland was forty-four years old, and the world was soon to hear of him. He managed the business of the city as he did the business of his law office, faithfully, and honestly. He worked hard. He acted as if all the people of the city were his friends, coming to his office for help; and he worked to help them.

The next year the Democrats needed a man to run for governor of New York. They chose the mayor of Buffalo, and elected him. The day he was elected Cleveland wrote his brother, "I want to do well, but I do not know whether I can do what I wish. If mother were alive, I should feel much safer. I have always thought that her prayers had much to do with my success."

As governor, he carried on the duties of the office as he had done his law business. He tried to do right by all the people of the state, and he did his work so well that the Democrats decided to try to make him President. He was working in the governor's office when some of his friends outside fired a cannon to celebrate his nomination. One of his assistants called his atten-

tion to it. "Well, anyhow," Cleveland answered, "we'll finish up this work." That was the sort of man he was; always trying to "finish up this work," and always doing it himself, trying to do it right.

He was elected President of the United States, and took office on March 4, 1885. Four years later he was defeated by Harrison, the Republican candidate, but in 1892 he was elected a second time, and took up the duties of the presidency for another four years, in March, 1893.

In the presidency Cleveland did as he had done in all his other offices. His motto was: "Public office is a public trust." He meant by this motto that it was his duty as President to serve all the people of the United States as faithfully and honestly as he would serve a friend who brought a case to his law office. He tried to run the government cheaply so that the people would not have to pay high taxes; and he warned the strong countries of Europe not to mistreat the weak South American countries.

When President Cleveland went out of office in 1897, he went to live at Princeton, New Jersey, near his boyhood home. There he became a teacher in Princeton University.

President Cleveland was a great hunter and fisherman. One of his most delightful books is named *Fishing and Hunting Sketches*.

Theodore Roosevelt

Boyhood. Theodore Roosevelt was born in New York City, October 27, 1858. Unlike Grover Cleveland, he was born into a rich and well known family. His uncles

and grandfathers had been in the politics, business, and social life of New York for more than a hundred years before his birth. His mother's family was as well known in Georgia as his father's family was in New York.

Young Roosevelt had all but one thing to make him a happy boy. The one thing that he lacked was health. His eyes were weak, his body was puny, and sometimes he could hardly get his breath on account of asthma. Because of his poor health and weak eyes, he did not go to school with other children, but was taught at home.

He determined to grow strong. He rowed and swam in Long Island Sound. He tramped and lived most of the time out of doors. He learned to box and wrestle. By the time he was ready to go to Harvard University he was as strong as any of his classmates, and was the best boxer in his class. But he did not stop his outdoor exercises. He continued to walk and to ride horseback, he boxed and wrestled and played tennis, and as he grew older he became a great hunter.

Student, cowboy, and writer of books. All the time he studied hard. He not only studied books but wrote them. A few years after he graduated from Harvard he published a history of the War of 1812. He loved the West with its history of pioneers, scouts, Indians and frontier life, and he wrote a history of the West in four volumes. He bought a ranch in North Dakota, and lived for several years the life of a cowboy. He wrote a book on ranch life. Altogether, he wrote more than twenty volumes, besides a great number of magazine articles.

Soldier. When Roosevelt was forty years old something happened which made him famous and started

him on the road to the presidency. The United States went to war with Spain to help the people of Cuba, whom Spain had governed badly. Roosevelt made up a cavalry regiment of Rough Riders at San Antonio, Texas, and joined the army.

The Rough Riders were cowboys, ranchmen, big game hunters, rangers, engineers, and business men who wanted to fight for their country. They were all fine horsemen. That is why they were called Rough Riders. In Cuba the Rough Riders, led by Colonel Roosevelt, took part in some of the most dangerous fighting. Their charge up San Juan Hill was the most thrilling event of the fighting on land.

This war between Spain and the United States is called the Spanish-American War.

Rise to the presidency. The war was soon over, and Roosevelt returned to New York one of the most famous men in the United States. All the newspapers were talking about him. He was first elected governor of New York, and served two years. Then he was elected Vice-President. When President McKinley was killed by a half-insane man in 1901, Roosevelt became President. He was again elected in 1904. He served altogether seven and a half years—from September, 1901, until March, 1909.

Saving the forests and streams. President Roosevelt had a great love for the mountains and plains, the forests and streams, and the wild game living in the forests.

He believed that the forests should be saved. Saw-mills should not be allowed to cut down trees and leave nothing but dead stumps and rotting brush piles.

Forest fires started by careless campers should be prevented. He believed that streams should be dammed and the waters used to irrigate dry land and make it into useful farms.

By the advice of the President, Congress passed laws turning the forests on the government lands into national parks. People cannot cut down trees in these parks without permission of a forest officer. Forest guards put out fires and keep people from hunting game in the government forests. At the same time Congress took steps to build dams and save the water in the western streams for use in irrigating the land. It also passed laws limiting the mining of coal and the taking of oil from government lands.

The object of all such laws is to save the natural beauties and riches of the country and turn them to the enjoyment of all the people. We owe President Roosevelt a great debt of thanks for saving so many forests and streams.

Building the Panama Canal. It was due to President Roosevelt that the Panama Canal was built. The canal connects the Atlantic and the Pacific Oceans. Ships can now sail from the Atlantic to the Pacific or from the Pacific to the Atlantic coast without making the long and expensive voyage around South America. As a result, freight rates are cheaper and prices are lower on many goods than they would be if these goods could not be shipped through the canal. The canal is a great benefit to the rest of the world as well as to the United States. (See picture and map, pages 392, 393.)

Hunter and explorer. When his second term as President was over, Roosevelt sailed for a hunting trip

to Africa. When he was a boy he had traveled with his father in Egypt and had made a collection of Egyptian birds. He was now going to collect skins of African beasts for the National Museum at Washington. He wrote a book called *African Game Trails* which tells of his adventures in Africa. Later he went on a hunting and exploring trip to South America, and wrote a book about that.

His character. There have been but few Presidents so well known and so well liked as Theodore Roosevelt. While he was President he visited every state in the Union. He mixed with all sorts of people and wrote letters by the thousands. Millions of people who never saw him read his books and his magazine articles, and affectionately called him "Teddy." It has been said: "He was an easterner in the East, a westerner in the West, and he was, in fact, half southerner."

His family life. But we cannot fully know the charm of President Roosevelt's character without following him into his home and seeing him there with his wife and children. We can get the best picture of his home life by reading the letters that he wrote to his children. He had six children, two daughters and four sons, and he wrote regularly to all of them when he was away from them. These letters have been printed in a book.

To the youngest boy, only six, he would write about the birds and the animals that he saw in the woods. He would draw pictures in the letters showing Br'er Terrapin and Br'er Rabbit, and funny pictures of himself playing tennis and boxing.

To the older children he would write about his trips. Once he made a long trip from Washington to San

Antonio, Texas, where there was a meeting of his old rough riders. He wrote that he was delighted with the warm, friendly way the people of Texas treated him.



The national forests and parks of the United States are cared for and guarded by forest rangers.

From San Antonio he went to Oklahoma. There his friends had arranged for him to go on a wolf hunt. One of his letters told about the hunt. They killed seventeen wolves, three coons, and a number of rattlesnakes. One wolf led the dogs a chase of nine miles and President Roosevelt and the leader of the hunt were the only members of the party who were with the dogs when the wolf was caught.

The President thought the professional hunter, the leader, "a really wonderful fellow." He had a way of catching the wolves alive. When the dogs had a wolf rounded up, he would jump off his horse and thrust his gloved hand between the wolf's jaws in such a way as to keep it from biting him. The President wrote: "He caught one wolf alive, tied up this wolf, and then held it on the saddle, followed his dogs in a seven-mile run and helped kill another wolf."

From the wolf hunt President Roosevelt went on to Colorado to hunt bear. In a letter to his daughter Ethel he told how the people from the ranches came out to his camp with milk and eggs or a cake "for the President." A dozen or so of the men insisted on going along to see him shoot a bear, and he was very proud to write that he did kill one after an all-day ride.

He wrote about the pets that people sent to the White House, about his horseback rides with Mrs. Roosevelt in the parks, about his wrestling lessons with a Japanese wrestler, about the stories that he read to the children at night.

Roosevelt died in 1919. He was a great man and a great President.

Woodrow Wilson

Boyhood. Woodrow Wilson was born at Staunton, Virginia, in 1856. His father, like Cleveland's father, was a Presbyterian preacher. All his early life was passed in the South.

Teacher and university president. Like Cleveland, he became a lawyer, but he preferred to be a teacher, and, again like Cleveland, he taught in Princeton University. Finally he became president of Princeton University.

All his life he was a student and writer of books. He wrote books on history and biography and on government. Next to Roosevelt, Wilson wrote more books than any other President.

His rise to the presidency. In 1910 the Democrats elected Wilson governor of New Jersey. Under his direction, the legislature passed many laws for the good of the people. He thought he knew what the people wanted. He gave it to them and they liked it.

Wilson made such a fine record as governor of New Jersey that the Democrats elected him President. He took office in March, 1913, and served eight years, until March, 1921.

As President, Wilson tried to carry on the government for the good of all the people, as he had done while governor of New Jersey. As a result of the laws that he got Congress to pass, the "common people" of the United States were helped by the government as they had never been helped before.

Wilson and the World War. In August, 1914, a little more than a year after President Wilson took office, the whole world was shocked by the beginning of a war in Europe. The war spread quickly and soon nearly every important country in the world was fighting.

On one side were Germany, Austria, Turkey, and some smaller countries. On the other side were France, Belgium, Russia, Italy, and England, with many smaller nations. All the warring countries were our friends, and President Wilson tried to get them to make peace. But they would not make peace.

Then President Wilson said that the United States would take no part in the war; that it would not take

sides. But as the war went on, it became harder and harder for the United States to stay out. Both England and Germany did things that injured the United States, but, of the two, Germany's acts were the worse. Germany allowed its submarines to sink American ships and caused in that way the death of many American citizens.

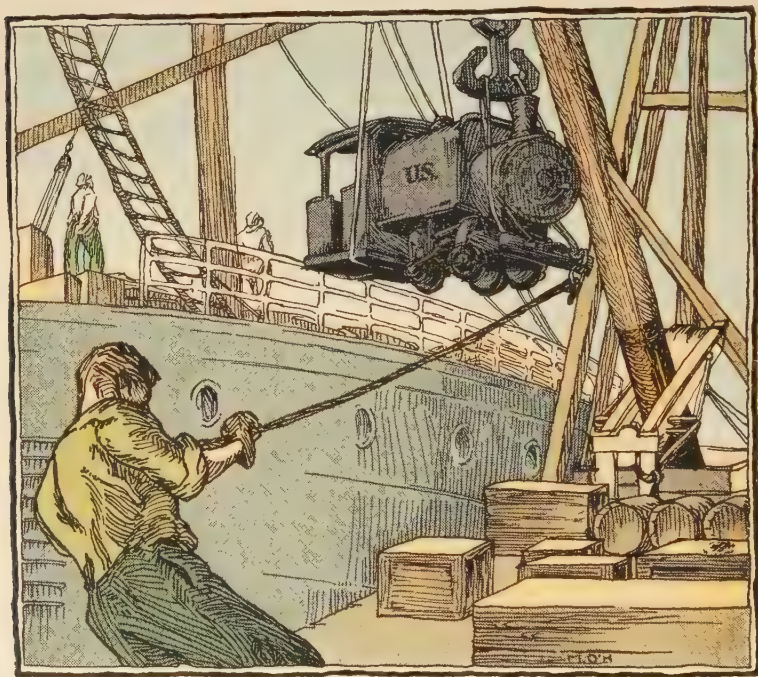
Finally, on April 6, 1917, the United States joined in the war against Germany and the countries that were fighting on its side. The United States fought on the side of England and France.

The United States at war with Germany. At once the whole United States became a training camp to train officers, to drill soldiers, to teach flying and to make an immense army of fighting men. Soon our ships were carrying thousands of men to France. By the summer of 1918 the United States had more than a million men in France and four million more were getting ready to go there.

The warships of the United States steamed back and forth across the ocean, guarding the vessels that carried soldiers and supplies. The navy worked hand in hand with the army.

In the summer of 1918 the Americans did their first important fighting. During June and July they took part in the second Battle of the Marne. This battle stopped the last German drive on Paris. At the beginning of this battle, which lasted more than two months, the American marines did such wonderful fighting at Belleau Wood that the French government changed the name of the little forest to the "Wood of the Marine Brigade."

American soldiers also captured St. Mihiel (San Me-yel) in September, 1918, and fought in the long, desperate Battle of the Argonne Forest in October and Novem-



All sorts of supplies for building camps and railways were shipped to France, besides food and guns and shells and men, to help in the war.

ber of 1918. Slowly the German army was pushed back.

The entire army of the United States was under the command of General John J. Pershing. It was the largest army that the United States ever had in the field. General Pershing worked with the French and English commanders. In fact, at the close of the war all of the armies that were fighting Germany were under the French commander, General Ferdinand Foch (Fosh).

The entrance of the United States into the war, with all its strength and its fresh, powerful army and navy, brought Germany to peace. The fighting stopped at



American and French soldiers were greeted with joy by the people of St. Mihiel when the town was regained for France.

eleven o'clock on November 11, 1918. Eight months later, on June 28, 1919, the treaty of peace was signed.

President Wilson tries to make a lasting peace. President Wilson wanted to make a peace treaty that would never be broken. He wanted to end war forever.



An American dispatch bearer carrying a message through enemy territory, on the battle front in northern France.

For that reason he went to Paris and took part in the talks that led to the treaty. He tried to arrange a fair treaty but, in spite of all that he could do, the treaty was too hard on Germany and later it had to be changed.

President Wilson got all the countries that had been fighting to agree that in future they would try to settle their quarrels without war. They formed what is called the League of Nations and signed a pledge to try to stop war forever. Our government was willing to sign the pledge against war, but it did not want to join the League of Nations. President Wilson was greatly disappointed, because he believed that the only way to make the world safe was for our country to join the League of Nations. He wore himself out traveling and

making speeches, trying to persuade the people of the United States to join the League. He was stricken with paralysis, and remained a broken and feeble invalid until he died on February 3, 1924.

Herbert Hoover

Boyhood and education. Herbert Hoover was born on a farm in Iowa, August 10, 1874. He was only four years old when his father died, and his mother died when he was seven. Soon after his mother's death he went to Oregon to live with relatives, and there, at the age of thirteen, he began to earn his own living by working in truck gardens. At the same time he went to night school.

In 1891 Leland Stanford Junior University opened at Palo Alto, California, and Herbert Hoover was a freshman in the first class. He worked to pay his own way through the University, and was graduated in 1895.

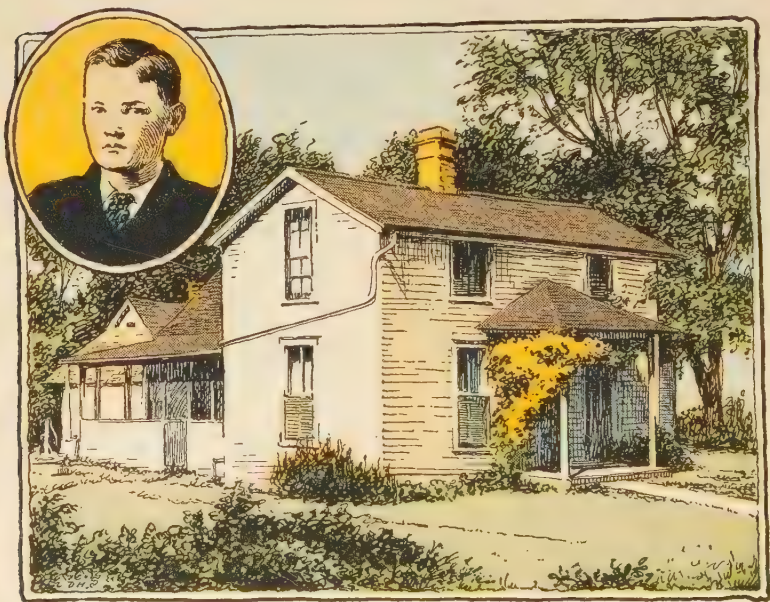
Work in many lands. Then an interesting life opened up for Hoover in many lands. He was a mining engineer. For a few years he worked for the United States government in California, Colorado, and New Mexico. Then he worked in Australia, in China, and in India.

Work in the World War. When the World War began in 1914, Mr. Hoover was in London. As the German armies marched into Belgium people were driven from their homes and began to suffer for the want of food and clothes.

Mr. Hoover saw that something must be done to prevent thousands of women and children from dying of starvation. He organized a group of helpers and

appealed to people all over the world for gifts of money and goods to help the Belgians.

As the War went on, the work increased, because more and more people in Belgium and France were made homeless by the War. He had several thousand



Herbert Hoover as a boy, and the house at West Branch, Iowa, where he was born.

helpers, many of them young American men and women who were traveling in Europe when the War began. At one time Mr. Hoover had two hundred ships carrying food, medicines, clothing, and other supplies to the suffering people of Europe. He and his helpers and those who gave money and food saved an untold number of lives in Belgium and France. Most of the money and supplies were furnished by America and Americans.

When the United States joined the World War, President Wilson appointed Mr. Hoover Food Administrator. Now his work was on both sides of the Atlantic. He came back to the United States and urged the people to raise more foodstuffs and to avoid waste, so that our own soldiers and the poor people in Europe might have enough to eat.

Boys and girls were asked to eat very little sugar and candy, so that there would be enough sugar for the soldiers' food. People were asked to eat cornbread instead of wheat bread, so that the army might have wheat flour. They ate meat only once a day or every other day, so that meat might go to the soldiers and to the unfortunate Belgian and French families who were driven from their homes. Americans cheerfully saved and went without, and called it "Hooverizing."

After the War was over, the work increased. Many, many families in Germany, Austria, Poland, and Russia were almost starving. Little children, especially, were suffering. So Mr. Hoover carried on the relief work in those countries, getting money and goods from the more fortunate people in the United States, England, and other countries.

His work for the government. When the time came for the election of a new President in 1920, a great many people wanted to make Mr. Hoover President. He said that he favored the Republican party, but the Republican leaders were not ready to support him. They used their influence for Senator Warren G. Harding, of Ohio, and he was elected.

President Harding appointed Mr. Hoover to be Secretary of Commerce and one of the President's group of

advisers. After President Harding's death, Mr. Hoover continued to serve in this office under President Coolidge, and did much important work.

His plans for Mississippi River flood control. In 1927 there was a terrible flood in the Mississippi River Valley. It overflowed farms and towns on both sides of the river from the mouth of the Ohio to the Gulf of Mexico. Thousands of poor families were driven from their homes by the water and lost everything that they owned. They had to be helped by the government and by the Red Cross Society.

President Coolidge sent Mr. Hoover to help in the relief work and to study ways of preventing such floods in future. By his advice President Coolidge asked Congress to vote a large sum of money for this purpose. The plans for the work were drawn up by government engineers and began to be carried out in 1928.

His election to the presidency. In 1928 it was necessary to elect a President to take President Coolidge's place. This time the Republicans chose Mr. Hoover. Forty-three states out of the forty-eight voted for him in November, 1928, and he was inaugurated on March 4, 1929. During all the years that he lived and worked in foreign lands, Mr. Hoover claimed California as his home. He was the first man to be elected President from a state west of the Mississippi River.

It is too early for us to know how high Mr. Hoover will rank as President, but he long ago proved himself a great leader.

The Story of the Chapter

From the death of President Lincoln until early in March, 1929, there have been fifteen Presidents. Four

of them have been ranked among great leaders and three as great Presidents. The record of the fourth as President is still in the making.

The first three, Grover Cleveland, Theodore Roosevelt, and Woodrow Wilson tried, while they were in office, to govern the country for the benefit of all the people. They persuaded Congress to pass many good laws. They also tried to enforce the laws, and to make everybody obey them. They wanted everybody to have what we call a square deal.

President Roosevelt did much to save the forests and streams from being destroyed or misused. With his advice Congress set aside much of the government lands for parks, so that all the people can enjoy their beauty.

While President Wilson was President the United States got into the World War against Germany. When the war was over, he tried to get all Germany's enemies to make a fair peace. He did much for the farmers and the working people of the United States.

Herbert Hoover, the fourth of the leaders described in this chapter, became famous all over the world by his management of relief work among the suffering people of Belgium and France during the World War. When the United States went into the War, he entered the service of the government and remained in that service most of the time for the next twelve years. On March 4, 1929, he became President of the United States.

Questions and Exercises

1. Make a list of the men whom you consider the seven greatest Presidents of the United States. Tell why you list each.

2. Write a short story of the boyhood of Grover Cleveland. Of Theodore Roosevelt.
3. What offices did Cleveland hold before he became President?
4. Name some of the books that Roosevelt wrote. How did he learn about the West?
5. Who were the Rough Riders? What was Roosevelt's connection with them?
6. Describe some of Roosevelt's letters to his children. Do you think he was a good father?
7. Tell the story of one of Roosevelt's hunting trips.
8. Tell what offices Wilson held before he became President.
9. Tell how President Wilson planned to stop wars forever. Why did the United States not join the League of Nations?
10. In what ways does the boyhood of Herbert Hoover remind you of that of Grover Cleveland?
11. Tell about Hoover's work in helping the unfortunate people of Europe during the World War and after the War.
12. How many states voted for Hoover for President? What does this vote show about what the people think of Hoover?

Date to Remember

1917, the United States enters the World War.



CHAPTER XXVII

THE UNITED STATES TODAY

The Lands That We Own

The home land. The home territory of the United States is made up of forty-eight states and the District of Columbia, which contains the beautiful city of Washington, the home of our government. The United States reaches from Canada in the north to Mexico in the south, from the Atlantic Ocean in the east to the Pacific in the west. More than half of the land in North America that is comfortable for white people to live in is in the United States.

It is a fortunate land. It is blessed with a pleasant climate. It contains timber, iron, coal, oil, gold, silver, and nearly all the minerals that its people need. It raises every kind of food needed by mankind. It produces the materials for the busy factories that make our clothing and furniture and tools and machinery.

Its hundred million people are the wealthiest nation in the world, and its working men and women live more comfortably and are better educated than the working people of any other country.

Each of the forty-eight states has its own government to manage its affairs and to look after its own people. The federal government at Washington keeps all the states at peace with one another, and looks after matters too large and important for single states to manage.

Colonial territory. Besides its home land the United States has other territories far away. It used to be said that the sun never sets on the British Empire, because its land is scattered in all parts of the earth. That statement is true now of the United States.

The territory of Alaska. Alaska is the oldest and largest of these far-off lands belonging to the United States. We bought it from Russia in 1867 for seven million dollars. It is one-fifth as large as our country. On account of its cold climate, however, it has very few people. In 1910 it had nearly sixty-five thousand people, about half of whom were whites and the rest Eskimo Indians. All of them together would make only one little city in the United States.

Alaska is valuable for its gold, silver, and copper; for its great forests; for its furs; and for its salmon fisheries. The value of the salmon caught in Alaskan waters in a single year is more than five times what the United States paid for the whole country.

Alaska is too cold for cattle, but some years ago our government sent twelve hundred reindeer to the territory for the use of the Eskimos. This herd has increased to nearly half a million, and reindeer meat is now being shipped from Alaska to the United States for food. It is much like beef.

The people of Alaska elect their own legislature, as we do in the states, and they send a representative to

sit in Congress in Washington; but their governor is appointed by the President of the United States.

The islands belonging to the United States. Besides some small islands that it owns in the Atlantic and Pacific oceans, the United States has three important island colonies. These are Hawaii, Porto Rico, and the Philippines.

Hawaii. Hawaii is a group of islands in the Pacific Ocean some three thousand miles west of California. Hawaii was added to the United States in 1898, when the people who lived there asked the United States to take the islands. The government is like that of Alaska. The people elect their own legislature and send a representative to sit in Congress in Washington. The President of the United States appoints their governor.

The climate of Hawaii is pleasant, and remains about the same all the year round. The chief business of the islands is making sugar and raising fruit. The largest canning factory in the world is in Hawaii. It cans nothing but pineapples.

Porto Rico and the Philippines. Porto Rico was discovered by Columbus on his second voyage in 1493; the Philippines were discovered by Magellan in 1521. Both belonged to Spain until the United States took them after the Spanish-American War. Since 1898, when the United States took them, they have made more progress in health, wealth, and education than they made in all the centuries that Spain owned them.

Porto Rico is a little island of the West Indies, about seventy miles east of Haiti. It has nearly a million and a half people. Its main crops are sugar, tobacco, coffee, and fruits. The people elect their own legislature

to make laws for the island, but the governor is appointed by the President of the United States.

The Philippines. The Philippines are a group of several thousand islands, having eleven million people.

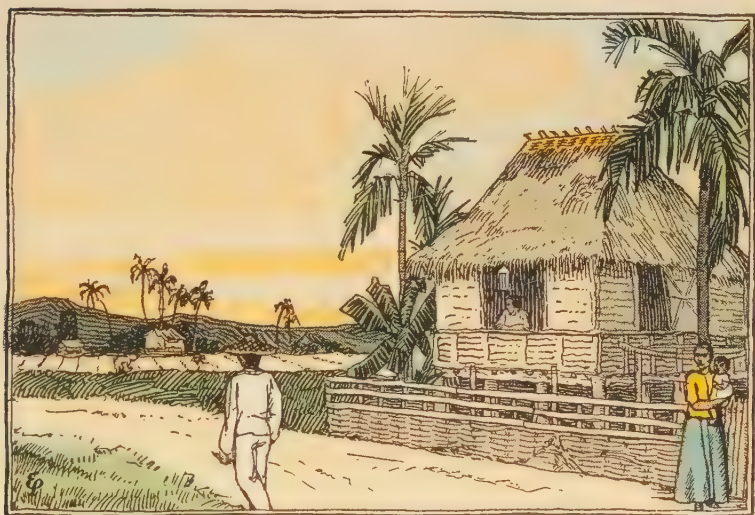


Many of the Alaska Eskimos live in little houses made of hard-packed snow. They spend much time fishing and hunting to get food to eat and warm skins to wear.

The islands are more than six thousand miles west of the United States and only five hundred miles from the coast of China. Like the other territories of the United States, they are governed by their own legislature, with a governor appointed by the President. They send two representatives to sit in Congress at Washington. The chief crops of the Philippines are rice, corn, hemp, sugar, and cocoanuts.

The Panama Canal Zone. Probably the most important territory controlled by the United States outside the home land is the Panama Canal Zone. The Canal

Zone is a strip of land ten miles wide and about fifty miles long. Through it runs the canal that connects the Atlantic and Pacific oceans. The United States does not own the Canal Zone, but rents it from the Republic



It is always summer weather in the Philippine Islands. Many people there live in grass-roofed houses.

of Panama. It pays Panama two hundred and fifty thousand dollars a year for the Canal Zone, and has the right to continue renting it for the same price forever.

The Welfare and Happiness of Our People

Wealth. The United States is the richest nation in the world. Our business men and bankers carry on business and lend money in every land. In that way American money is used not only for our own enjoyment, but also to improve farms, to build factories and railroads, and to beautify cities in many other countries

far away. It helps to better the health and increase the comfort and happiness of people throughout the earth.

The prosperity of the people. The United States is not only the richest nation, but its working people receive higher wages and live more comfortably than do the working people of any other country.

Congress and the state legislatures have passed many laws to protect the health and safety of working people. There are, for example, laws which limit the length of the working day; laws forbidding the employment of children; and laws which compel employers to insure their employes against death or injury by accident.

Public education. Our government is a government by the people. In order to elect honest and capable officers, the voters must be educated. Education teaches us to think clearly and honestly. It shows us our duty to our fellow-citizens and to our country.

Each of the forty-eight states of the Union has a system of public schools. The schools begin with the primary grades and end with the state university. The public schools are free, and some states provide free textbooks for the pupils. Most of the states have laws saying that children must go to school several months each year.

The federal government, too, spends a great deal of money for education. It carries on schools in the island territories, and gives large sums of money to help the state schools.

Women in Public Life

The old idea of women's work. The old idea was that women should stay at home, keep the house, attend to the children, do the family sewing, nurse the sick, and

then, if a little time was left, work the garden and look after the chickens. Both men and women thought that it would be wrong for the women to take part in business or to have any share in running the government. In colonial times, as we have seen, the girls did not even go to the same schools that the boys attended, and at church the women sat on one side of the room and the men on the other.

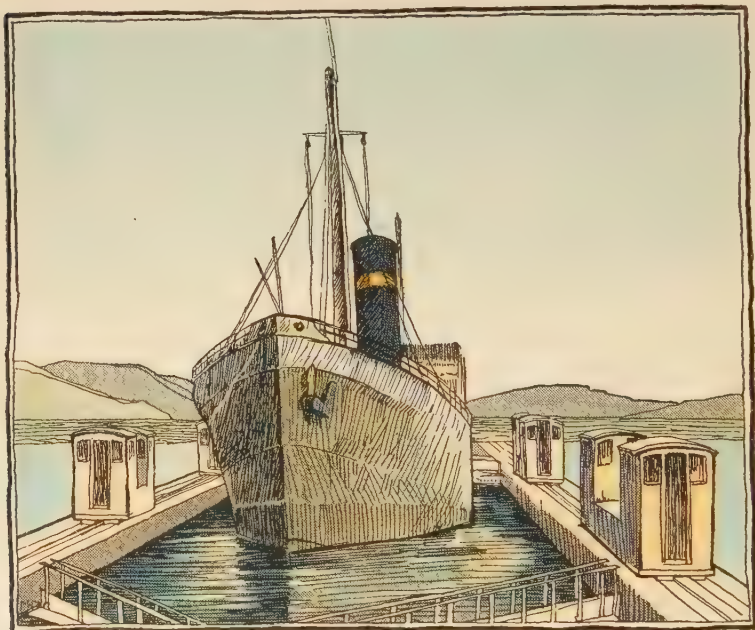
The old idea changes. Very slowly the old idea changed. When cotton and woolen factories were built, early in the nineteenth century, women went out to work in them. Then they went into other factories, and a very few began to clerk in stores.

Toward the middle of the nineteenth century colleges and universities were opened in the western states which gave young women the same education that they gave to young men. Then the old eastern colleges opened their doors to women. Women became teachers in the public schools and carried on most of the work of educating the children.

Soon women were going into all of the professions and business occupations which men were in. They were stenographers and bookkeepers in business and government offices; they managed stores of their own; worked on newspapers; did all the things that men could do except one thing—they did not vote. The laws did not allow them to vote.

The long struggle for the vote. Two New York women, Elizabeth Cady Stanton and Susan B. Anthony, took the lead in winning for women the right to vote. They worked constantly and at first their efforts did not have great results, but they never gave up.

They made speeches, published a magazine, talked with politicians, with governors and legislators. Slowly other workers joined them and they gained helpers.

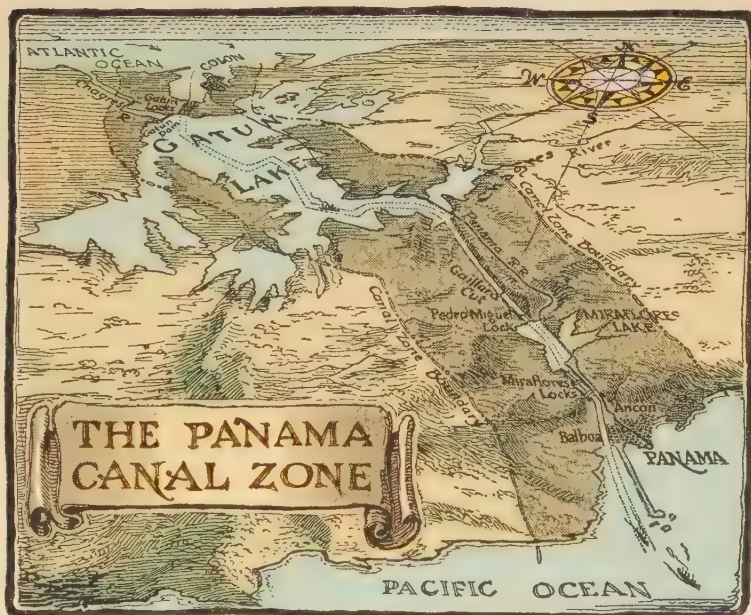


The Panama Canal shows how man is changing the face of the earth

By 1900 four states allowed women to vote on the same terms as men. Wyoming took the lead in 1890. Colorado, Idaho, and Utah followed. By 1914 seven other western states had granted full voting rights to women. These seven states—Washington, California, Arizona, Kansas, Oregon, Montana, and Nevada—increased to eleven the total number of states in which women could vote.

President Roosevelt was the first President to try to help women get the right to vote.

During the World War President Wilson took up the fight for women, and finally the Constitution of the United States was changed, or amended, in such a



way as to give women the right to vote in all the states.

Women can now vote in all of the states; and in many of the states, as well as in the national government, they can hold office the same as men. Nowadays there are women members of Congress, and women are elected to many kinds of public office.

Women's work in the government. But women did not have to wait for the right to vote in order to do things in the government. We have already seen how our government protects the welfare of the people by wise laws, how it looks after the health and education

of the people. Women have had much to do with the passing of such laws. To tell the whole story of what women have done for the welfare and happiness of the American people would take a large volume. We can study here but one thing more.

Clara Barton and the American Red Cross. It was a woman, Clara Barton of Massachusetts, who started the American branch of the Red Cross Society. She nursed the wounded Union soldiers in the war between the North and the South. Later she had charge of the same sort of work in Europe during a war between France and Germany.

In Europe the Red Cross Society was already started, and Miss Barton wanted to start an American branch. Before she could get the American branch to work with the European society, our government would have to sign a treaty with European countries, saying how the Red Cross Society should carry on its work in time of war. Finally Miss Barton got what she wanted. The United States signed the treaty, and the American Red Cross was started.

Then Miss Barton got the Red Cross to do all sorts of relief work in peace time. The Red Cross workers now nurse, feed, and help sufferers from storms, floods, fires, and disease. And when there is a war they do all they can to help the wounded men on each side and to feed and clothe the poor families of the soldiers.

In 1905 the American branch took the name of the National Red Cross Society. The President of the United States is its president, and the War Department has some control over its money.

A Glance Backward and Forward

The end of the story. We have now reached the end of our story, the true story of our nation, the United States of America.

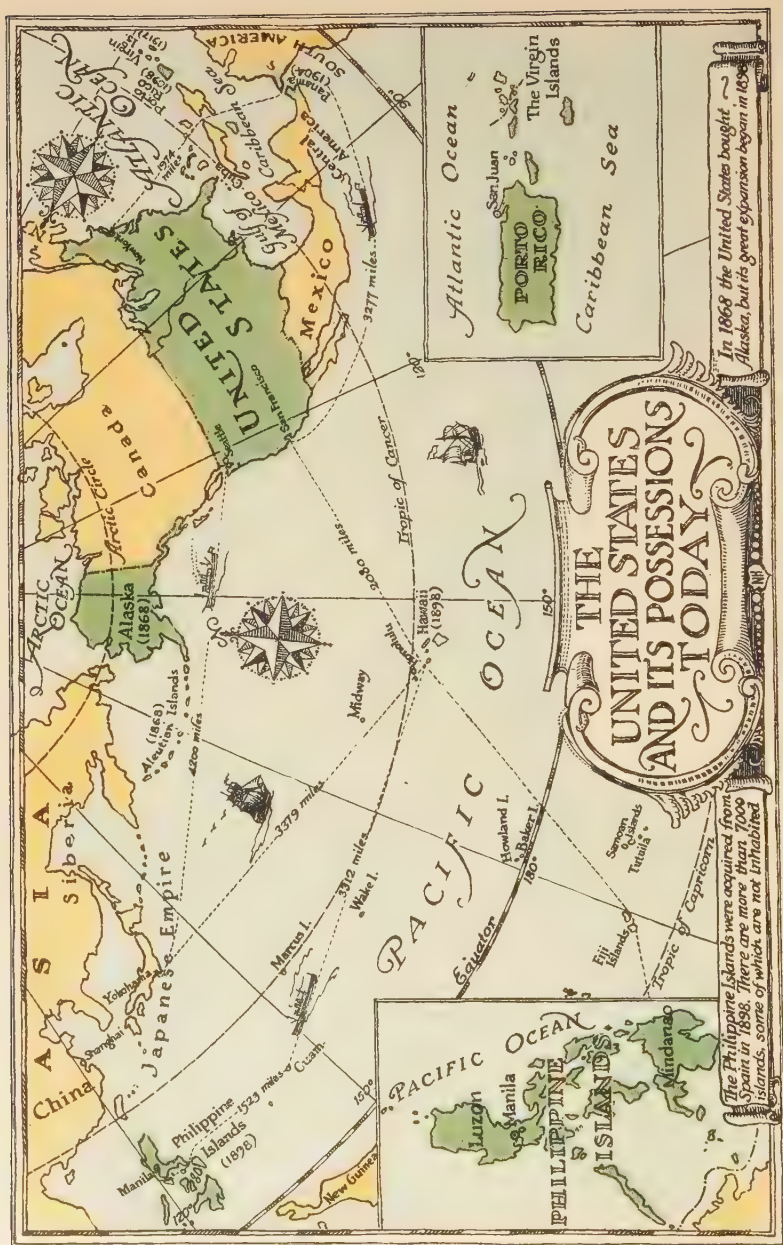
The story began with a vast, beautiful wild land of waving forests, wide plains, lofty mountains, rippling lakes, and streams winding down to the sea, all swarming with wild game, fish, and fowl, but empty of people except scattered tribes of red men.

The story ends with the United States today, a land in which only the mountains appear unchanged. Steamboats cover the waters; smiling farms, bustling towns, and splendid cities have taken the place of forests and plains; and more than a hundred million people live happily where a handful of red savages used to chase buffalo, elk, and deer.

Railroads and paved highways cross the country like lines on a checker-board. Engines draw long freight trains and fine passenger trains with the speed of the wind. Trucks, busses, and automobiles flash along the highways. Airplanes roar overhead. Wires hum with telegraph and telephone messages. And the air throbs all the time, if we could only feel it, with wireless and radio messages.

We press a button, and light floods our houses; we press another, and a fan cools us in summer or a furnace warms us in winter. We call a telephone number, and talk to a friend miles away as though he were in the same room. We turn on the phonograph, and hear the music of a singer long dead.

What will the future bring? We have learned in this little book how these things came to pass. They are more



wonderful, really, than the doings of Aladdin and his magical lamp. They are the works of our forefathers for our welfare and happiness.

For the present the story is ended. But history never ends. A new chapter begins tomorrow, and the future belongs to us. Shall we do as well with the future as our forefathers did with the past? We must try to do even better.

The Story of the Chapter

The lands of the United States are made up of forty-eight states and many territories. Alaska, in the Far North, is the oldest territory. The other territories are islands in the Atlantic and the Pacific oceans. Most of these island territories came to the United States from Spain after the Spanish-American War.

The United States is the richest nation in the world, and its working people receive higher wages and live in greater comfort than the working people of any other country.

Women did not have the right to vote and hold office in the United States until very recently, but even before they got the right to vote they had a great deal of influence in our government. Some of our best laws have been due to the influence of women.

Questions and Exercises

1. What is meant by the statement that the sun never sets on the territory of the United States?
2. Which is the oldest of the colonial territories of the United States? What are its principal products? How much did the United States pay for it? Was it a poor bargain? How is it governed?

3. Name the principal island possessions of the United States. How did we get them? How are they governed? What are their principal products?

4. What is done by our government for the education of the people?

5. How does the wealth of the United States benefit the people of other countries?

6. What was the old idea of women's work? How has this idea been changed?

7. In what part of the United States did women first get the right to vote? Tell the story of their fight for the vote.

8. Did women have any influence on the running of the government before they got the right to vote? What sort of laws are women most interested in?

Map Work

1. Mark on a map the territories of the United States. 2. If you wished to go by boat from New York to Seattle or San Francisco, what would be the nearest way? Draw a line showing the route your vessel would take.

Date to Remember

1912, the opening of the Panama Canal.

GLOSSARY

- Alliance, a-l'ans, an agreement between nations to help each other.
 Americus Vespuceus, a-mer'i-cus ves-pū'shi-us.
 Apaches, a-pă'chez.
 Appalachian Mountains, ap-a-lāch'i-an.
 Bahamas, ba-hā'maz.
 Balboa, Vasco Nuñez de, vas'co noon'-yez de bal-bo'a.
 Barbados, bar-bay'dōz.
 Barré, bar-ray'.
 Belleau Wood, bě-lō.
 Bill, a proposed law in Congress.
 Blaze, a wide cut through the bark on the side of a tree, to mark a trail.
 Blunderbuss, an old-style gun used by early explorers.
 Cabeza de Vaca, ka-bā'sa de vac'ca.
 Cahokia, ka-hō'ke-a.
 Caribbean Sea, kār-ī-bē'an.
 Caulk, kōk, to stuff the cracks in a wooden boat so as to make it water-tight.
 Candidate, a person chosen to be voted for.
 Caravan, people and pack animals prepared for a long journey.
 Cartier, cart-yea.
 Champlain, sham-plane'.
 Compromise, kom'pro-mīz, the settlement of a dispute by each side giving up something it had asked for.
 Coronado, ko-ro-nā'do.
 Cortés, kor-tās'.
 Creditor, a person to whom one owes money.
 Curing meat, preserving meat by drying, smoking or salting.
 Dartmouth, dart'muth.
 Diego, dee-ā'go.
 Drug, a substance used as a medicine.
 Eldorado, el-do-rā'dō.
 Emigrants, ĕm'i-grants, people who *go from* their country to another country to stay.
 Estate, es-tāt', property, land, possessions.
 Fecch, fosh.
 Freebooters, plunderers, pirates.
 Frontier, fron-teer', the farthest line of settlement.
 Genoa, jen'o-a.
 Guerrière, ger-ī-ēr'.
 Immigrants, ĩm'i-grants, people who *come into* a country from another country, to stay.
 Instruments, tools or machines.
 Iroquois, ir-o-kwoi'.
 Isthmus, ĩs'mus, a narrow neck of land.
 Jamaica, ja-mā'ka.
 Joliet, jol-yea.
 Juniata River, joo'nī-āt'a.
 Kublai Khan, koo'blī kĕn'.
 Laboratory, lăb'o-ra-to-rī, a workshop for scientific experiment.
 Labrador, lab'ra-dor.
 Lafayette, la-fa-yet'.
 Loom, a frame used in weaving threads into cloth.
 Madeira Islands, ma-dee'ra.
 Magellan, ma-jel'an.
 Man-of-war, a war vessel.
 Marquette, mār-kēt'.
 Mediterranean, med-ī-ter-ā'ne-an.
 Militia, mī-līsh'a, a body of citizens trained to serve as soldiers in time of danger.
 Monastery, mōn'as-ter-ī, a house where men or women live with-

- drawn from the world and devoted to religion.
 Monterrey, mōn-ter-ray'.
 Montezuma, mon-te-zoo'ma.
 Montreal, mont-re-ôl'.
 Moors, a North African people who invaded Spain.
 Moscoso, mos-kō'sō.
 Musket, a kind of gun.
 Mustang, a small, hardy, half-wild horse of the Southwest.
 Mutiny, mū'ti-nee, revolt against one's superior officer.
- Newfoundland, nū'fund-land.
 Niña, neen'ya.
 Nomination, naming as candidate.
 Nova Scotia, nō'va skō'sha.
 Nugget, nūg'et, a lump.
- Ointment, an oily, soothing substance to rub on the skin.
- Palos, pā'lōs.
 Parliament, the law-making assembly of England.
 Petroleum, crude oil, dark and thick, as it comes from the ground.
 Pizarro, pi-zār'rō.
 Pioneers, the people who go first into the wilderness, preparing the way for others to follow.
 Pocahontas, pō-ka-hon'tas.
 Ponce de León, pontha de la-own'.
 Powhatan, pow-ha-tan'.
 Porto Rico, por'to rē'kō.
 Prophecy, prōf'e-see, a foretelling of something to happen.
- Quebec, kwe-bek'.
 Queue, kū, a tail-like plait of hair.
 Quivira, kee-vee'ra.
- Raleigh, raw'lee.
 Roanoke, rō'a-nōk.
 Rochambeau, ro-sham-bo.
- Sacajawea, sac-a-ja-we'a.
 St. Mihiel, san me-yel.
 San Domingo, san do-ming'go.
 San Jacinto, san ja-sin'tō.
 San Juan, sän wän.
 Santa Fé, santa fay.
 Scaffold, a high platform.
 Session, a sitting, a meeting.
 Smuggled, brought into a country secretly and against the law.
 Squander, to spend wastefully.
 Surrender, to give up.
 Susquehanna River, sus-kwe-hän'a.
 Survey, to examine and measure.
- Tampico, tam-pee'ko.
 Tax, a sum of money demanded from people to meet government expenses.
 Territory, a tract of land; or, a large tract not yet admitted as a state; or, a tract lying at a distance from the parent country.
 Treacherous, trēch'er-ūs, false, faithless.
 Treaty, a signed agreement between nations.
- Vancouver, van-koo'ver.
 Venice, vĕn'is.
 Verchères, ver-share.
 Von Steuben, von stū'ben, or (German) fon shtoi'ben.
- Wampum, beads of shell, made and woven into strings and belts by the Indians, and used as ornaments and as money.

āte, ām, ārm, ēve, ěnd, ěce, ěll, ōld, ōrb, ōdd, ūse, ūp.

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